

## ERANSKINAK

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## 1. Eranskina. Egunerokoak

Behatzailea koaderno txiki batez baliatu da lanaren atal hau egiteko, eta bertan jaso izandako apunteetatik, hurrengo gogoetak sortu ditu.

*Abuztuak 15*

Norvegiara heldu bezain pronto haur hezkuntzako gela batean murgiltzea izan da nire helburu nagusietako bat. Magisteritzako eskolan hainbatetan entzundako hezkuntza-sistema arrakastatsua bizi eta frogatu nahi nuen. Bodøra heldu baino lehen, erreza zirudien asmoa betetzea, izan ere, eskolek komunitatearekin elkarlan handia izan ohi duten erakundeak dira. Hala ere, errealitatea bestelakoa izan da. Poliziarekin eta unibertsitatearekin hainbat bilera egin ditut, agiriak sinatu ditut, email ugari bidali ditut, hainbat haur eskolekin kontaktuan jarri naiz, etab. Azkenean, egindako saiakera eta esfortzu guzti horien ostean, Norvegiako eskola batean onartua izatea lortu egin dut.

Abuztuaren 15ean, Zuzendariarekin bildu nintzen. Hark informazio ugari eman zidan eskola, profesional eta izango dudako ikasle taldearen inguruan. Aipatu beharra dago, momentu oro bertako langile moduan tratatu ninduela, ezagutu garen lehenengo momentutik nigan konfidantza osoa jarritz. Horixe ez da emakume honen izaera, ezagutu ditudan gizarte honetako pertsona guztiek horrela sentiarazi bainaute. Nire ustez, gehiegi konfidatzen dute eta horren seinale da, haur eskolako atea egun osoan zehar publikora zabalik egotea.

Haur eskola hau Bodøko Mørkved auzoan kokatuta dago. Natura eta unibertsitatea da auzo honetako aipagarriena eta horregatik, hona etortzen diren haur guztiak harreman estua daukate azkenengo honekin: guraso edo senitartekoak bertan ikasten edo lan egiten baitute.

Haur eskola bitan zatituta dago: *Sokrates* eta *Pitagoras*, eta zonalde bakoitza gela bati dagokio. Nabarmendu beharra dago etengabe hazten ari den haur eskola dela, izan ere, hirugarren zonalde bat martxan jarriko dute ikasturte honetako bigarren lauhilekotik aurrera: *Hipocrates*.

Nire taldea, *Sokrates* izango da. Bertan, 2 eta 6 urte bitarteko 19 ume daude. Nazionalitate eta erlijio oso ezberdinetakoak dira eta lau heldu daude eurekin lanean: irakasle bat, pedagogo bat, bi laguntzaile (bata %80eko ordutegia dauka eta besteak, %20koa). Hainbat heldu egoteak ere nire arreta deitu zuen, baina bereziki ezberdina ikusi nuen adin desberdinetako haurrak gela berean egotea! Zelan da posiblea 2 urteko haur batek 6 urteko ume baten erritmoa jarraitzea? Ikustekoa zen, dudarik gabe!

Azaldu beharra dago, lehenengo irudipenak oso onak izan direla. Hasteko,

espazioari dagokionez, gelak erakutsi zizkidatenean liluraturik gelditu nintzen. Haur eskolan, guzti-guztia berria da: altzairuak, jostailuak, sukaldea, etab. Jolastoki handia daukate, espazio ugari eta oso desberdinak. Leiho oso handiak ere badituzte, gelak argiz eta kolorez betetzen dituztenak, paisaia zorogarriak erakutsiz. Benetan polita eta eroso! Esan beharra dago, harritu egin ninduela txokorik ez egoteak eta horregatik, euren lan egiteko era espazio horietan ikusteko irrikaz nengoen.

Lehenengo egun hori, gainbat zalantza eta jakinmina piztu zizkidan eta bereziki, hurrengo eguna heltzeko gogoareagotu zuen. Prest nengoen ondo pasatzeko, haiengandik ikasteko eta batez ere esperientzia ahaztezinak bizitzeko!

### *Abuztuak 18*

Nire lehenengo eguna bolondres gisa oso goiz hasi zen, 7:30etan. Ordu horretan ume gutxi heldu ziren, lau baino ez. Haur eskola honetan, 7:30etatik 8:30ak arte, gosaltzeko ordua da eta laguntzaileak, Wenchek, jartzen die gosaria. Gurasoei erreparatuz, barruraino sartzen dira eta zapatak kentzen dituzte (ikasle eta irakasleak bezalaxe). Barruan pixkatxo bat gelditzen dira (15 minutu edo) haurrei txamarrak kentzen, gosaria ematen, irakasleekin hitz egiten, haurrak agurtzen, etab. Nik nire testuinguru hurbilean, ez dut inoiz horrelakorik bizi. Normalean, gurasoak eskolako atean gelditzen dira eta ez dute eskolarekiko hain harreman esturik.

Harritu nauen beste gauza bat sukaldea gela barruan egotea izan da. Baina logika handia dauka, izan ere, bertan gosaldutxo, jan eta askaldutxo egiten baitute. Ume bakoitzak ekartzen du bere gosaria baina eskolan badago esnea, gailetak, ogia, gurina, etab. Ideia paregabea da, gosea asetu beharreko behar bat baita (Maslowren piramidearen oinarria da!)

Gainontzeko umeak eta irakaslea ere bai 8:30 eta 10:00ak bitartean heldu ziren. Aske jolasten ematen zuten goiza. Izugarria da nola menperatzen dituzten espazioak, nola zaindu eta batzen duten materiala, zeinen pozik etortzen diren eskolara eta zeinen pozik dauden eskolan. Hemen ere, neskak neskekin eta mutilak mutilekin jolasteko tendentzia dagoela ikusi dut, baita jolasteko jolasetan ere bai: neskak jolas sinbolikoetan (super heroietara, familietara...) marrazkiak egiten, etab. eta mutilak legora, kotxeetara, etab.

Ume guztiek dialektoan hitz egiten dute, eta ez dakite ingelesarik. Oso zaila izan da eurak ulertzea. Hala ere, uste baino hobeto moldatu nintzen, izan ere ordura arte unibertsitatean ikasitako esaldi labur eta errezak oso erabilgarriak izan nituen (zenbakiak, orduak, asteko egunak eta abar). Gainera, keinuekin komunikazioa ez

zitzaidan zaila iruditu. Haiak badakite nik ez dakidala norvegiera askorik, heldu bezain pronto guztiek “hola” esaten baitzidaten. (Laguntzaileak esan zidan, aurreko egunean praktikatzen egon zirela ni helduko nintzenerako. Detaile polita euren partetik!)

10:30etan jolasteko gelan bildu ginen, unibertsitateko ikasle batekin (*Sokrateseko* ama den pertsona batekin) eta haur eskolan lan egiten duen laguntzaile batekin, izan ere, gela honetako profesionalak zuzendari eta pedagogoarekin bilera batera joan ziren. Harrigarria da zeinen ohituta dauden jende ezberdina ikustera! Horren beste adibide daukagu, mantenuko gizona heldu denean, guztiek agurtu zutela lasai asko.

Niretzako aurkezpen txo bat egin zuten, bakoitzak bere izena esanez. Horren ostean, amak, ipuin bat irakurri zuen: *Den lille røde høna*. Ingeleseko tradizioan oinarritutako ipuina da. Oiloak ogia egiten du, baina gainontzeko animaliek ez diote lagundu nahi. Ogia eginda dagoenean, ordea, guztiek jan nahi dute. Ipuinean zehar onomatopeia ugari landu dituzte eta ogia egiteko prozesua ere bai. Amaieran gainontzeko animalien jarreraz hitz egin dute, eta ikusi dute ogia jateko guztiek lan egin beharko luketeela. Ipuina nahiko ulergarria izan da, nik ere ulertu baitut nahiz eta norvegiera askorik ez jakin! Beraz, gehienak nahiko gogotsu parte hartu dute.

Ondoren, *takn over skapet*<sup>1</sup> (*Sabaia armairu gainean*) abestia antzeztu eta hortxe bai motibaturik egon zirela!

*To barn holder hverandre i hendene,  
og lager et skap,  
de andre skal gå gjennom:  
Tak over skapet, Mette inn i ska-  
apet  
“sulla”, “lulla”, lei - dra din vei!*

*Bi ume eskuak oraturik,  
eta armairu bat eginik,  
besteek igaro beharko dute:  
Sabaia armairu gainean, igaro ezazue  
“izena”, “izena”, zeuen bidea jarraitu!*

“Zubiri-zubiri”ren mekanika berdina da. Atean bi ume eta andereñoak esaten dituen bi umeak pasatu behar dira eta eskuak garbitzera joan. Komunean jende gehiegi ez pilatzeko tresna erabilgarria eta oso dibertigarria!

11:10etan jan egin zuten. Papila antzeko janari bero bat eta gelako irakasle, laguntzaile eta pedagoaren artean mahaia prestatu eta umeei jaten lagundu genien; baita mahaia batu ere! (Horixe euskal herrian, jantokiko begiraleek egiten dute). Ondoren, arropak eta zapatak janzten lagundu genien eta 12:00etan patiora irten ziren.

Lehengo egun hura oso gogoan daukat. Oso pozik joan nintzen unibertsitatera, nire marrazkitxoekin eta haurrek oparitutako maitasunarekin. Uste baino errazago eta azkarrago onartu ninduten, nahiz eta euren hizkuntza ez hitz egin. Informazio berria leku guztietatik jasotzen ari nintzen, dena ezberdina zen. Ordura arte ikusitakoa benetan

<sup>1</sup><http://www.hellerudtoppen.barnehageside.no/side.asp?seksjonsID=6074> (17/09/2014)

gustokoa nuen.

*Abuztuaren 20tik 29ra*

Egunak pasatu, eta oraindik gurasoekiko harremana oso harrigarria zen niretzat. Armairuak nahi zituztenenan ireki eta nahi zutena hartzen zuten, euren umeekin jolasten aritzen ziren lanera joan aurretik, gosaltzen ematen zieten, etab. Haur batzuei asko kostatzen zitzairen gurasoak agurtzea, baina orduan Wenchek beharrezko laztanak ematen dizkie, gurasoak agurtzeko lehioa zabaltzen du... Horrela, agurra asko errazten du.

Lilurutzen nauen beste gauza bat jolas librea da. Garrantzi handia ematen diote, eta jardunaren denborarik gehiendoa hartzen du. Ipad-era jolasten dute, sexu, arraza eta lanbide ezberdineko panpintxoekin, oihalekin, mahai jokoekin etab. Gizartean aurrera egiteko balore eta gaitasun asko berenganatzen dituzte horrela. Hala nola, errespetua, txandak itxarotea, sozializazioa, ezetzak onartzea, gatazkak konpontzea, eta abar.

Profesionalen jarrera ere mirestekoa da. Abuztuaren 22an, hots, honako esaldia entzun nion irakasleari: “zein ondo gelditzen zaizun soinekoa Pernille”. Vegard-en hitzak oso oso zentzuzkoak izan ziren. Ez zion esan, “zein soineko polita daukazu”, hau da, ez ziteun soinekoaren kalitateak nabarmendu, baizik eta neskatilarenak. Tontakeri bat iruditu daiteke, baina niretzat, bere hezkuntzari buruzko ikuspegia argi uzten duen esaldia izan da: Haurra da protagonista, bere ongizatea da premia.

Abuztuaren 27an pedagogak honako esaldia esan zidan “gurekin ikasiko duzu, baina guk zurekin ikasi nahi dugu”. Filosofia hori bera da ikasleekin daukatena, baita gizarte osoarekin eta naturarekin ere bai. “Zure hizkuntzan abesti bat erakutsi, agurtzen ikasi nahi dugu, bertako eskola eta haurren argazkiak erakutsi, egiten dituzuen gauzetaz ikasi nahi dugu. Niretzat aldatzera zabalik egotea, eta ikasteko jarrera baikorra edukitzea gakoa da hezkuntzan”. Hitz horiek emakume horretatik entzutean, esperientzian oinarritutako hitz jakitsuak iruditu zitzaizkidan, oso umilak; Beti baitago zerbait ikasteko!

Abuztuaren 29an, ostirala izan zen. Askok nabaritu genuen eskolan. Oso ume gutxi etorri ziren, hamaika. Izan ere, Guraso askok libre dutenean, ez dituzte haurrak eskolara ekartzen. Oso ondo iruditzen zait, adin horretan, familiarekin egotea ere oso beharrezkoa baitute. Hori bai, ez etxean telebista ikusten egoteko, harekin jolasteko, mendira edo parkera joateko, etab. Gizarte honetan helduak oso lanpeturik bizi gara eta haurrek maitasuna behar dute, eta txikiak direnean hare gehiago, non egongo da hobeto ama edo aitarekin baino?

Ostiralero talde txikietan (5 edo 6 umeko taldetan) haur eskolako igerilekura doaz. Taldeak ez dira finkoak eta aldatuz doaz, hori bai, adin eta sexu desberdinak tartekatzen saiatzen dira beti. Taldeak oso pentsatuak daude eta astean zehar bizi izandakoaren arabera eratzen dira profesional guztien artean. Adibidez, bi umeren artean gatazka egon bada, elkarrekin jartzen saiatzen dira, horrela konpontzen saiatzeko. Edo bi ume aste horretan zehar oso ondo egon badira, astea amaitzeko ere elkarrekin jartzen dituzte.

Igerilekua patio erdian dagoen kristalezko gela bat da, bainuontzi erraldoi bat. Bertara irakaslearekin joaten dira. Izugarri ona da autonomia lantzeko, eurek arropa kendu eta bainujantzia jantzi behar dutelako. Gainera beste hainbat gauza landu daitezke, hala nola, motrizitate fina, elkarreragina (alderdi soziala), alderdi ludikoa (jolasekin oso ondo pasatu)... Gaurkoan adibidez edukiak landu dituzte euren interesetatik abiatuz. Ume batek, kubo bat hartu urez bete eta sartzerakoan ura ateratzen zela konturatu eta etengabe egon da horretan. Beste ume bik botilatxoekin ibili dira, zein zen handiena kalkulatzeko. Neskak keptxup botilekin zorua margozten ibili dira eta elkarri bustitzen, euren arteko harremanak sendotuz, etab.

Ikaragarri polita da gela hau, benetan zoragarria da ikustea nola kanpoan txingorra dagoen, eta guk barruan bainujantzeiarekin, eta izardun sabaiarekin; espazio ikaragarria da, aukera anitzak dituena. Bereziki zientzia arloa lantzeko, esperimenduak egiteko, materien dentsitatea trebatzeko (olioa eta ura, zer gertatzen da? Eta azukrea? Eta kolakao?), temperaturak lantzeko, baira haurrek urari beldurra kentzeko ere.

Bitartean, gainontzeko taldetxoek, puzzle bat birziklatzen egon dira. Puzzle horretaz aspertu direnez, udazkenaren kolorekin margotu dute tenperaz (gorria, laranja, horia...) horrela zuhaitz handi bat osatzeko! Horrelako muralak EAEn ere egiten ditugu, baina askotan material berriak erabiltzen ditugu, birziklatzea presenteago eduki beharko genuke! Primerako gauzak egin daitezke eta!

## *Irailak 2*

Egun horretan arratsaldean joan nintzen haurreskolara. Unibertsitateko ordutegia zela eta, beti goizean joaten nintzenez, ikusi nahi nuen arratsaldetan zer egiten zuten. Ume guztiak kalera irten ziren jolastera, nahiz eta gaurkoan bezalaxe, euria eta hotza egin. Korrika eta saltoka ibiltzen ziren, baita trizikloekin ere. Jolasaren bitartez, helduekiko harremana ere asko sendatzen dela ikusi nuen, izan ere, heldua behatu egiten du, baina baita jolastu ere bai.

Ume bakarra (gelako txikiena, Teodor) izan zen siesta bota zuen ume bakarra. Neure harridurarako kalean egin du, bere ahulkitxoan, nahiz eta euria eta hotza egin.

Pedagogak nire harridura ikustean, honakoa esan zidan: “Norwegian guztiek kalean lo egiten dute. Horretarako arropa prestatuak ditugu, haizea eta euriaren kontra. Ez dago eguraldi txarrik, arropa txarra baizik” hausnarketa itzela iruditu zait!

Pixkanaka-pixkanaka gurasoak euren seme-alaben bila etortzen joan ziren, ordutegi finko barik. Laguntzaileak ume bat eramaten zutenean, zerenda batean ordua apuntatzen zuen, kontrol bat eramatearren.

Ume bik negarrez joan ziren ez zutelako etxera joan nahi. Hori ez da nire testuinguruan inoiz gertatzen. Bestalde, nire arreta deitu du guraso gehienek adinak. Askok nire adina edukiko dute, eta esango nuke guzti-guztiek 35 urte baino gutxiago dituztela. Gurean, berriz, gurasoak gero eta zaharragoak izan ohi dira.

### *Irailak 3*

Norbaitek zerbait desagokia egiten duenean, profesionalak ez dute bere izen propioa esaten, baizik eta “stop”. Horren arrazoa argia da, gainontzeko umeak oso erraz gelditzen dira etengabe errepikatzen dituzten izenekin, eta espektatibak (ume hori gaiztoa da, negartia da, txarto portatzen da...) umeen gainean ez sortzeko, hitz hori esaten dute. Haurrek badakite zerbait desagokia egiten dutenean, eta horregatik, ez da behar izena oihukatzea, nahikoa da kontaktu bisuala egotea eta “stop” hitza esatea.

Bestalde, haur batek bere harri kolekzioa ekarri zuen eskolara. Korroan, banan-banan hiru erakutsi zituen. Haur guztiek ikutu zituzten, euren koloreak eta formak aipatu eta haur horren zaletasuna goraiatu zuten. Horrelakoak ere entzun ziren “zelako politak zure harriak”, edo “gero patioan beste harri berezi bat bilatuko dizut”.

### *Irailak 11*

Astero, gela bakaitzeko pedagogoak zuzendariarekin biltzen dira, Sokrates taldearen kasuan, Anniken. Gela bakoitzeko gainontzeko profesionalak, ordea, 15 egunero. Bilera horietan, egun bakoitzeko plangintza egiten dute eta ume bakoitzari arreta jartzen diote, bakoitzak behatutakoa komunean jarritz.

### *Irailak 15*

Irailaren 15eko eguraldia paregabea izan zen, eta hori probetxatuz, eguna kanpoan eman genuen, patioan. Gehienek, “Rayuela”ra jolastu dute, baina hemen “paradisu” izena dauka. Jolas honen bidez, zenbakiak erreparatu dituzte, itxaroteko txandak errespetatzen ikasi dute, mugimendua landu dute, elkarreragina, etab. jolas tradizional honen bertsio bat ere egin dute, alfabetoaren letrekin, eta horretan ere ibili dira. Egia esan, edozerrekin jolastu daiteke (animaliak, janariak, lanbideak...) hiztegia ikasteko joko polita da! Askotan ez dira behar gauza oso landuak, oinarria, tradizioan egon

daiteke.

Horretan geundela, ume bat jauzi zen eta ezpainetan zauria egin zuen. Protokoloa jarraituz, zuria urez garbitu genion, izotza jarri eta gurasoei deitu. Segituan, aita etorri zen, ahoa eta batez ere hortzak begiratu dizkio (hemen dentista oso garestia delako), baina guztia ondo zegoela ikustean, lanera itzuli eta umea jolasten eskolan geratu zen.

Beste ume batzuk, ordea, harean jolasten ibili ziren. Eurekin tartak egin nituen, forma geometrikoak erreparasatu genituen, zenbakiak, tartak egiteko osagaiak, eta baita zorionak abestia ere bai!

*Gratullerer med dagen,  
Gratullerer med dagen,  
Gratullerer kjaere (haurraren izena),  
Gratullerer med dagen!*

Unibertsitatera joan nintzenean, guztiok atetik agurtu ninduten. Horrek malko batzuk nire aurpegitik isurtzea eragin zuen. Oso denbora gutxi neraman eskolara joaten, eta zelako maitasuna diogun elkarri! Umetxo hauek zoragarriak dira benetan!

*Irailak 22*

Irailaren 22an ohi baino beranduago heldu nintzen haur eskolara, goizean unibertsitatean klase baineukan. Heldu orduko, jarduera hasita zegoen. Haurrek pumcakeen masa eginda zeukaten, bananak moztu, esnea gehitu eta gurina, irina, pasak nahastu zituzten. Ondoren, borobil forma ematen zeuden. Hori bai, irakaslea izan da labean sartu dituenak!

Esan beharra dago, hori ez zela egun horretako jarduera. Irailaren 22an tipi bat montatuko zuten patioan, eta sutondoaren inguruan, istorioak kontatuko zituzten palomitekin batera. Eguna oso-oso haizetxua ibili zenez, ezin izan zuten tipia montatu, beraz, azkeneko momentuan, planez aldatu zuten. Edonola ere, jarduera polita izan zen sukalde tailerrarena! Haurrak motibatuta ibili ziren, eurek sortu eta jango zutelako!

Tailerra amaitzean, patiora irten eta hostoekin jolasean ibili ziren gehienak, izan ere, haizeak hara eta hona eramaten zituen, lurrean zeuden hostoak.

*Irailaren 22tik 26ra*

Aste horretan arrainak landu genituen. Horretarako, Astelehenean, gelan zeuden animalia guztiak hartu zituzten (panpinak, pelutxeak, platerrak, ipuinak, etab.) eta horiek sailkatzen joan ziren, arrainak ez zirenak baztertuz. Horretarako, arrainen ohiko ezaugarriak erreparatu zieten (uretari bizi, bi begi, ezkatak, hegalak, beso eta hankarik eza, etab.) Asteartean, ozeanoa eraiki zuten zuten, oihal urdin bat lurrean jarriz eta arrain ezberdinekin bertan jolastuz. Asteazkenean, salmoia jan zuten bazkaltzeko eta



arrantzaren jolasa egin zuten (motrizitate fina eta koloreak lantzeko oso ona, baina nire iritziz lehiakortasuna gehiegizkoa izan zen). Ostegunean, mural bat egin zuten bakoitzaren argazkiarekin eta jaiotze datarekin gelan jartzeko eta ostiralean, arrainak arrantzatu dituzte igerilekutik eta akuarioan sartu dituzte, gelako akuarioa osotuz.

### *Irailak 30*

Oraindik harritzen ninduen zeramaten arropa kantitatea: bi galtzerdi (bata arruta eta bestea artilezkoa), azpiko arropa termikoa, ohiko prakak, sudadera edo forro polarra, kanpoko monoa edo praka eta txamarra, katiuskak, eskularruak, txanoa eta tapaukia. Horrela jantzi ondoren, patiora irten ginen barbakoa egitera.

Harritu ninduen bakoitzak bere janaria eramateak. Bakoitzak bere saltxitxak, ogia, fruta, barazkiak, etab. ekarri ditu. Hala ere, guraso askok euren semeak jaten zuena baino askoz gehiago jarri diote, horrela norbaiti ahazten bazitzaion jan zezan. Horixe da, norvegiako gizartearen isla. Oso polita izan da adibidez, ume batek bere azenarioa erditik zatitu eta albokoarekin partekatzen ikusteak.

Umeen artean badago musulman bat, eta horrek oilazkoz eginiko saltxitxak ekarri zituen, txerria ezin duelako jan. Horregatik, albal batean egin genituen, naturaltasun osoz. Oso giro atsegina izan zen, suaren inguruan bazkaltzen, naturaz inguraturik. Errepikatzekeo esperientzia dudarik gabe!

Ogia amaitu zenez, baina saltxitxak oraindik gelditzen zirenez, taloaren antzeko ogia egin genuen guztion artean. Esnea, olioia, gatza, irina eta legamia nahastu eta bakoitzak bere ogi-bolatxoa egin zuen. Primerakoa izan zen, ondo pasatu genuen eta gainera, motrizitate fina landu genuen!

Amaitzean, zabor guztia batu eta jolas askean aritu ginen. Harrigarria izan da, ume bateri uztaila gelditu zaiola zuhaitzean eta guztien artean, inolako helduen laguntzarik gabe, jeisten saiatu izan direla: beste uztaila bat botatzen, makil batekin kentzen, adarrak mugitzen, etab. Azkenik, helduaren laguntza eskatu behar izan dute, baina buruari eragin diote arazoa euren kabuz solbatzeko.

### *Urriak 2*

Haur eskolara heldu nintzenean pedagogoa kanpoan zegoen ume batekin. Ume hori ez da hiperaktiboa, ume mugikorra baino ez, eta horregatik, behar duen guztietan patiora ateratzen dute, korrika egin dezan, basotik ibili dadin, salto egin dezan... Gure testuinguruan, erritmo bera jarraitu beharko luke; eserita egon beharko luke, eta horretarako pilulak hartuko lituzke seguraski. Kanona jarraizen ez duen guztia, premia bereziak ditu, eta beharbada soilik ume mugikor bat baino ez da.

Ume hori lasaiago egon zenean, sartu egin ziren, eta korroan, abesti bat abestu zuten: *a, du gode sparegrisen min (oh, nire txerritxo ona)*. Txerri baten historia kontatzen du, nola hutsik dagoen, eta txanponaz betetzen duten. Horretarako hutxa batez baliatu ziren eta ume bakoitzak, txanpona sartu du. Baliabide polita izan da zenbakiak erreparasatzeko.

### *Urriak 3*

Aste horretan Indian, festibal berezi bat zegoen eta horregatik, alboko gelako laguntzaileak, bertako janari tipikoa prestatu du. Zoragarria izan zen! Horrelako aukerak probetxatu behar dira, egoera oso aberatsak baitira. Janariaren bidez, Indiari buruz hitz egiten egon ginen, geografikoki non dagoen, zelako bandera daukaten, nolakoak diren, janzkerak, tradizioak, elefanteak, etab. zenbat dakiten haurtxoek!

Jaterakoan oso interesgarria izan da platerretan izenak jartzea. Eurak euren izena dagoen platerra bilatu behar dute eta bertan eseri. Beraz, egun bakoitzean, kokapen ezberdin bat daukate, sozialki harreman ezberdinak bideratzeko, eta baita bere eta besteen izenak identifikatzeko. Beraz, jolas polita da eta oso funtzionala eta erreza.

### *Urriaren 7an*

Asteartero bezala txangoa egin genuen. Irailaren 7an, basora joan ginen. Zelako prestakuntza, pila bat arropa eramaten zuten eta kostatu egin zait bakoitzaren ordena jakitea. Behin guztiak jantzita geundela, txaleko erreflektanteak jantzi ditugu eta profesional guztiekin batera basora abiatu gara, trenaren ordeztan, hegazkina eginez (hirunaka, launaka...) eskutik oratuta eta adin desbernietako haurrak tartekatuz. Basoan, haur bakoitzak bere bazkaria jaten du, horretarako prestatuta daukaten asanbladan. Amaitzean, zaborra batu eta jolastera doaz.

Irakaslearen esanetan, basotik ibiltzea laguntzen die gaitasun espezifiko batzuk barneratzen, Hala nola, maldan ibiltzen, euren ikaskuntza eratzeko, autonomoki ingurugiroa ezagutzen, obesitatea ekiditzen eta sormena lantzen. Nire ustez azkenengo hau oso presente dago euren jolas sinbolikoetan. Hots, makiltxo bat, suhiltzaileen mangera izan daiteke, pistola bat edo maitagarri baten barita magikoa. Bestalde, txundituta utzi ninduen bost urteko haur betek niregana jo zuenean eta esan zidanean makiltxo batek urtxintxa baten koska zeukala.

Niretzako izugarria da, baso hura eskolatik hain gertu edukitzea, eta horretatik probetxu ateratzea. Guk EAEn horrelako aukerak eduki baditugu, baina askoz gehiago erabili beharko genituzke.

*Urriak 8*

Urriaren 8an, Samien eguna ospatu genuen. Haur eskola honetan urtean behin ospatzen duten egun kulturala da. Jaialdia ospatzeko, tipi handi bat montatzen dute patioan. Samien banderaz betetzen dute eskola, eta samien inguruan hitz egiten ematen dute eguna: samien bideoak eta argazkiak ikusten dituzte, abesti eta ipuin tradizionalak kontatzen dituzte, hitzen bat ikasten dute... baita janari tradizionala dastatu ere bai!

Oso egun berezia izan zen, bai umeentzat baita niretzat ere. Asko ikasi genuen sami kulturaren inguruan. Benetan esperientzia bat izan zen eskolako gela guztiak tipi erraldoi horretan egotea, oreinen oihal guzti horiekin lurrean, Norvegiako jaki tradizionalak dastatzen...magikoa izan zen! Pena bat izan zen, 12etan unibertsitatean klase edukitzea eta handik hain goiz alde egin behar izatea!

*Urriak 9*

Egun hartan salmoia izan zuten bazkaltzeko. Askotan bezalaxe, platerrean euren izena aurkitu behar izan zuten. Eurak botatzen zuten ura pitxerretik eta baita salmoia zatitu ere. Bakoitzak bere janaria prestatzen zuen (brokolia, arroza, azenarioa eta salmoia bowletan zeuden eta eurak nahi zuten kopurua bota eta nahastu behar zuten). Beraz, autonomia da dudarik gabe gelan gehien lantzen dena. Norbaitek lurzorua edo mahaia zikinduz gero, garbitzeko ahaleginak egiten zituen (fregona, zapia, etab.). Bestalde, nabarmendu nahi nuke hezitzaileek ere eurekin jaten dutela, asko ikasi daiteke jaterako orduan. Gainera, harreman afektiborako bidea da (janzte bezalaxe).

*Urriak 14*

Urriaren 14an ere, basora joan ginen, aurreko astean bezalaxe. Egun hartan konturatu nintzen haurrek oso gutxitan negar egiten zutela, eta horri buruz irakasleari galdetu nion. Har hauxe esan zidan: “Haurrek hemen ez dute negarrik egiten, edo oso negar gutxi egiten dute. Euren emozioak kontrolatzen irakasten diegu. Erortzen badira, altxatzen dira, zerbait kentzen badiete, hitz egiten konpontzen dute eta gutxitan jotzen dira edo elkar oihukatzen dira. Gizartean aurrera egiteko prestatu nahi ditugu”.

Niri hitz horiek ez zitzaizkidan askorik gustatu. Zein puntutaraino izan daiteke ona, emozioak hainbeste kontrolatzeak? Azken finean haurrak dira, eta naturalena da, erortzen direnean negar egitea, arreta deitzeko negar egitea, eta egozentrismo garaian, besteak daukana norberarentzako nahi izatea. Pozik bazaude irribarretsu egotea; berriz, triste bazaude, negar egitea. Gizakiak gara eta emozioak dira horren adierazle.

*Urriak 16*

Urriaren 16a oso egun berezia izan zen haur eskolan: Baserrira joan ginen! Iraila eta

Urriaren zehar, animalien proiektuarekin ibili ginen goza eta behera, eta egun horretan, autobusa hartu eta baserriko animaliak ikustera baserri batera joan ginen. Eguzki zoragarria izan zen: txerriak, ardiak, behiak, oiloak eta untxiak ikusi genituen. Haurrak oso motibatuta egon ziren animalia guztiak ikutzuz, eta batzuk baita hartu ere! Haur nagusienek, 5 eta 6 urtekoek, behiei esnea atera zieten, egotzi eta bazkaltzeko edan genuen. Txikiak, batez ere Teodor (gelako ume txikiak) beldur handia izan zuen momentu oro. Harrigarria, izan da niretzat, bera horrela ikustea, izan ere, oso ume mugikorra, ausarta eta urduria da.

Baserrira umeekin batera bost heldu joan ginen: pedagogoa, irakaslea, praktiketako ikaslea, laguntzailea eta ni. Benetan zoragarria izan zen formazio ezberdineko hainbeste heldurekin joatea! Sutondoaren inguruan bazkaldu genuen eta ondoren, zelai batean egon ginen ardiekin batera jolasten.

Txangoa oso oso polita izan zen. Umeak animaliak ezagutzea, elikagaiak nondik datozen jakitea eta Norvegiako antzineko bizimodua ikustea, benetan garrantzitsua da. Hala ere, Euskal Herrian horrelako txangoak ere eskoletan egiten dira, beharbada tratua ez da hain hurbila izango, edo ume gehiago doaz txangora, baina esperientzia antzeko bizi dut praktiketan ere bai.

#### *Urriak 20*

Urriaren 24an Whenche gaixorik egonda, ezin izan zuen etorri. Gelan izugarri nabaritu zen. Umeak oso urduri zeuden, eta gainera kalean, eguraldi txarra baino txarragoa zegoen. Kaleak izotzez beterik zeuden, laban egiten zuen eta ezin izan genuen kalera irten. Beraz, eskolako patioan gelditu ginen. Umeek hezitzailearen falta bota zuten, eta beharbada horregatik, ume askok ni erreferentziatzat hartu ninduten egun hartan. Neurri batean estresa sortu zidan, hizkuntzagatik (ez nielako ulertzen) eta guztiei arreta eskaini nahi nielako (eta noski, ezinezkoa egiten zitzaidan). Baina era berean, horrek asko poztu ninduen, izan ere, hori esan nahi zuen, maite nindutela, haientzeko garrantzitsua izaten hasi nintzela, neurri batean.

#### *Urriak 24*

Bazkaltzen genuen bitartean, Annikenekin helburuez eta ebaluazioaz hitz egin nuen. Hainbat galdera baintuen. Nire galdera askoren ondorioz hark esan zidan, Osloko ministerioak argitaratzen duela zer landu behar duten baina barnehagen bakoitza da azkenean erabakitzen duena zer landu eta zer ez. Ikasgela bakoitzak bere helburuak ditu, baita ume bakoitzak ere. Beraz, Sokratesek, adibidez, klase moduan daukate udazkena kontzeptua barneratzea (udazkenaren koloreak, eguraldia, hilabeteak...) baina gero ume

bakoitzak helburu espezifikoak ditu, adibidez Teodor aste honetan kideei kozka egiten hasi zen. Beraz, bere helburua izango da, kozka ez dela egin behar ikastea, eta horretan diharduko dute irakasleak: mordedoreak emanez, egiten duen bakoitzean harekin hitz eginez, etab.

Ebaluazioa, berriz, ez da gurea bezalakoa. Irakasle taldea 15egunero biltzen dira umeei buruz hitz egiteko eta ikusitako guztia idazten dute eta hobetzeko edo zoriontzeko proposamenak egiten dituzte. Ondoren, hiruhilabetean behin edo birritan gurasoekin biltzen dira formalki, jasotako informazioaz hitz egiteko. Hala ere, eguneroko kontaktu estua daukate, beraz, gehienetan bileretara doazenean, jakinaren gainean daude. Amaitzeko azpimarratu nahi dut, ez dutela boletinek inolako notarekin. Hezitzaile hauei ez zaie inporta 1etik20ra zenbatzen dakien edo 1etik 15era, ulertzen dutelako ume bakoitzak bere erritmoa duela ikasteko, eta adin desberdinetako umeak daudelako (beraz, logikoki ume batzuk beste batzuek baino esperientzia gehiago daukate bizitzan, kontzeptu gehiago barneratu dituzte.) Euren ustez, azkenean guztiok ikasiko dituzte koloreak, zenbakiak, letrak... arinago edo motelago, eta bereziki umeren bat besteekin alderatuz oso diferentzia handia badago, arreta berezia jarriko diote, edo laguntza eskainiko zaio. Baina benetan garrantzia ematen diotena da elkarren arteko interakzioari, partekatzeari, elkarbizitzari, baloreei: irakatsi baino gehiago, haurrak hezi nahi dituzte.

### *Urriak 29*

Bazkaldu ondoren patiora irten ginen, eta bertan eman genuen arratsalde osoa. Urteko lehenengo elurtearekin jolasean ibili ginen. Badaude ume batzuk oso ausartak direnak, eta patioko aldapetatik txirrista moduan botatzen igaro zuten eguna, behin eta berriro. Batzuek, lasterketak eta guzti egiten zituzten lehenengoak lurrera heltzeko. Beste ume batzuk, aldiz, hondarretan ibili ziren, elurraren artean, area atera nahirik, lan eta lan palarekin. Baina nire arreta guztia, bereziki ume batek piztu zuen. Konturatu egin zen elurra zapaltzean edo putzu batean elurra sartzean, urtu egiten dela, eta ura lortzen ibili zen, horrela landarak ureztatu nahiean! Poztu egin ninduen haurrak hain aktibo ikustea eguraldi horrekin, baita irakasleak ere.

### *Urriak 31*

Egun horretan irakasleak eguna libre zeukan. Asteazken zehar profesionalek, egun bat libratzen dute, astero ezberdina dena (Vegardek ostirala izan zuen, baina hurrengo asteazkenean izan daiteke). Beraz, Thomas etorri da, beste laguntzaile bat. Urriaren 31n halloween ospatu dute. Pedagogoaren esanetan, normalean, ez da haur

eskolan ospatzen, Norvegiako ohitura ez delako, baina euren kulturaren gero eta gehiago integratzen ari denez, urte horretan lehengo aldiz lantzea erabaki zuten.

Beldurrari lotutako jarduera bat egin zuten. Pedagogok maleta handi bat ekarri zuten, objektuz beterik. Umeak borobil erdian eserita zeuden eta pedagogok objektuak ateratzen zituen heinean, horiek asmatu behar zituzten. Ondoren, objektuari buruz oso labur hitz egiten zuten (zer emozioekin lotzen zuten: poztasuna edo beldurra, anekdotatxoren bat...). Hainbat objektu atera ziren: katu betz baten kareta, pailazo sudurra, plastikozko armiarma bat, tertziopelozko kapa urdin bat, beroki handi iledun eta beltz bat eta azkena, txerri bat izan da.

Aurretiaz hainbatetan landutako abestia abestu diote (sparegrisen mine) eta apurtu egin dute, ume bakoitzak mailuarekin pixka bat eman eta dirua kontatu dute. Modu honetan, dirua ezagutu dute (txanponak eta bileteak) eta gainera batuketak egin dituzte. Dirua kontatu dutenean, kutxa batean sartu dute eta errumaniara bidaliko dute. Gela osoak, ume bat dauka Errumaniar apadrinatuta eta hark neguko arropa erosi ditzan bidaliko zioten dirua.

Esan beharrekoa da, ume hori gelan oso presente daukatela. Haren argazkiak horman jarrita dituzte eta txerri horretan, nahi duten guztietan, hurrek dirua sartzen dute. Oso kontzientziatuta daude eta mutikoa ezagutzen ez duten arren, benetan maite dute.

Ekintza honen bidez, umeek eskuzabal izatearen garrantzia eta sentimendua lantzen dute. Gainera, pedagogok dioten moduan “ardura bat daukate” gelan, ume hori zaintzea (Horregatik ere, arrainak dituzte).

#### *Azaroak 4*

Astearte horretan, basora joango ginen. Bertara joateko, betikolez, arropa ugari jantzi behar genuen. Siv izeneko neskatoa, ordea, ez zuen ulertzen zergatik egun horretan katiuskak jantzi behar genituen. Pedagogok patxadaz azaldu zion, baina segituan, negar batean hasi zen nire praken alboan. Irten aurretik, lasaitu behar zela argi zegoen. Pedagogok, beraz, altzoan hartu eta aldagelatik urrun eraman zuten, gelara. 15 Minutu eman zituen negarrez, eta azkenean, guztiok horrela jantzita zeudela ikustean, katiuskak hartu eta “hegazkinean” jarri da.

Basora joan ginen, bai, baina aurrekoetan ez bezala, egun hartan, beste bi haurtzaindegiko haurrak ere bazeuden. Oso polita izan zen umeak elkarrekin jolasten ikusteak eta irakasleak euren artean ere harremanetan ikustea. Esperientziak partekatzen zituzten eta guztiok batera bazkaldu genuen. Beraz, ikusi daiteke nola eskolak irekiak

diren erakundeak dira: herrian bizi eta parte hartzen dute.

#### *Azaroak 5*

Azaroaren 5ean, argazkiak egitera joan nintzen eskolara. Umeek gero eta gehiago maite nindutela frogatu nuen egun hartan, gehienak korrika etorri baitziren ateraino nire izena behin eta berriro errepikatuz. Beste haur batek, nire atzetik joan zen argazkiak egiten, ni imitatuz. Beste neskato batek, aldiz, niregana etorri da arropa janzteko nire laguntza baino ez zuelako nahi. Horrek harro eta oso ongi sentiarazi ninduen, umeek ni baloratzea eta maitatzea zerbait ondo egiten nengoelaren seinalea baitzen.

#### *Azaroak 7*

Ostiralero bezalaxe, bost umek izan zuten bainatzeko aukera. Ondoren, indioen eguna ospatu genuen, praktiketako ikaslearen esku-hartzea izan zen. Beraz, irakaslea eta praktiketako ikaslea bat-batean danborrekin eta mozorratuta sartu dira eta haurrak agurtu zituzten.

Benetako indioak izateko, aurpegiak margoztu genituen, eta tipi moduan dekoraturik zegoen jolasteko gelan sartu ginen. Bertan, indioei buruz hitz egin genuen (haurren aurrezagupenak partekatu genituen). Ondoren, benetazko indio baten argazkia ikusi eta komentatu zuten. Jarraian, eguzkiaren dantza egin genuen eta erritmoak lantzeko letrarik gabeko abestia egin genuen. Amaitzeko, “janariaren bila” izeneko jolasa egin genuen. Eskola osotik zukuak eta indiarren janariak izkutatu zeuden eta indio moduan irten behar genuen horien bila; “ehiza” egitera. Primerako eguna izan zen!

#### *Azaroak 11*

Azaroaren 11n euri zaparrada itzela bota zuen, baina hala eta guztiz ere, kalera irten ginen. Astearte horretan polikiroldegira joan ginen eta bertan bazkaldu genuen. Bidean zehar, Ferry batean gindoazelaren jolasa egin dugu, euriari barreka eginez eta launaka edo hirunaka joanez. Hurrek ferriaren soinuak ere egiten zituzten eta euriak eta iluntasunak ez zien tristetzen.

Polikiroldegian bazkaltzeak lelokeri bat dirudien arren, niri oso aberasgarria iruditu zitzaidan. Batetik, kalera irten ziren, eta horrek umeak lasaitu zituen, gatazkak erabat gutxituz. Bestetik, espazio berria ikusi zuten eta kirol ezberdinei erreparatu zieten.

Harrigarria da inguruan zenbat gauza egin daitezkeen askorik mugitu barik. Eta harrigarria da ere bai, hurrek dituzten arropa ezberdinak. Egun hartan, beste arropa mota batzuk jantzi zituzten. Orain, beste arropen ordena ikasita nuela, berria berriro ere ikasi behar nuen! Hala ere, jada, nire intuizioa asko hobetu zuen eta gero eta gehiago

ulertzen nituen umeen esanak, beharbada norvegiarako klaseen ondorio zuzena zen.

*Azaroaren 17tik 24ra*

Norwegian kurtsoak urtarrilean hasten dira. Beraz, urtarriletik aurrera haur askok haur-eskola utzi eta Lehen Hezkuntzara igaroko dira. Horretarako, astelehenero prestatzen dituzte talde txikietan. Hala ere, aste horretako proiektua ere, bereziki horientzako zuzendua izan zen. Seinaleak landu genituen, izan ere, ohikoa da Norwegian LHko haurrak bakarrik eskolara joatea, gehienak, auzoko eskola publikora doazelako. Horregatik, beharrezkoa ikusi dute seinaleak lantzea.

Astelehenean, auzoan aurki daitezkeen seinale batzuk ikusi zituzten eta guztien artean, euren esangura lortu zuten. Asteartean, berriz, jolas bat egin zuten “memory”. Ikasle batek seinale guztietatik bat hartu eta besteek zein hartu duen antzeman eta bere esangura interpretatu behar zuen. Asteazkenean, beti eramaten dituzten erreflektanteen zentzua ikusi zuten esperimentu baten ondorioz (argiak itzalita guztiek txalekoa jantzita linterna batekin, ikusi zuten nola txalekoa jantzita ondo ikusi daitekeen, baina hura gabe zaila). Ostegunean, murala egin zuten, auzoa margoztuz: zebra bideak, kotxeak...Harrigarria da haurrek duten pertzepzioa, detaile askorekin gelditzen dira! Ostiralean, berriz, kalera irten ziren bueltatxo bat ematera. Asteazkenean zehar ikasitako seinale guztiak bilatu behar zituzten, eta horien garrantzi eta funtzioa ikusi. Proiektuari amaiera emateko, azaroaren 24an, Polizia batek bere kotxearekin etorri zen bisitan. Haurrek bertan montatzeko aukera paregabea izan zuten, sirenari emateko eta polizia trafikozko galderak egiteko.

Planteamendu zoragarria iruditu zitzaidan, funtzionala (erabilera bat dauka) eta hortaz oso interesgarria haurrentzat. Interes hori ikusi ahal izan zen asteazkenean zehar, izan ere, euren jolas libretan ohikoa izan zen haurrak errepideen alfonbran jolasten eta ikasitako seinaleen simulakroak egiten ikusteak (pertsonak zebra bidetik, kotxeak semaforoa gelditu, abiadura murriztu, berdean pasatu, etab.)

*Azaroak 25 eta 26*

Bazkariak antolatzeke modua lehenengo momentutik gustatu ez zaidan gauza bakarrenetarikoa da. Bakoitzak etxetik ekartzen du janaria. Hori ondo dago, seguraski prestaketa horretan parte hartzen dutelako (eurak erosi eta prestatzen dutelako) baina horrek ezberdintasunak areagotzen ditu gelan. Adibidez, Theok astearteetako txangoetarako beti takoak eta pizza ekartzen ditu jateko. Osasun aldetik txarto egon daiteke, baina irakasleak ezer gutxi egin dezake horretan, gurasoekin hitz egin baino ez. Emiliak, berriz, sagar bat, azenario bat, bi gaileta maria eta tostada bat ekarri ohi du.



Ondorioz, gaur Emiliak ez du bere janaria jan nahi izan, albokoaren janari “goxoa” ikustean. Egoera zaila benetan.

Azaroaren 25ean, Basora joan ginen. Bertan piñak hartu genituen horrela, gabonetako zuhaitzak hurrengo egunean egiteko. Lehenik eta behin, aurreko astean zehar margotutako mazeta hartu genuen. Horren barruan, aldizkariekin bola bat egin, eta horren gainean, basoan hartutako piñak jarri genituen. Piña horiei kola eman eta brillantina bota genien. Binakako taldetan egin zuten, pedagogoarekin batera eta tailerrean.

Gainontzeko haurrak, bitartean, jolas librean aritu ziren. Jarduera polita izan zen haurren kezketatik sortua, izan ere, haur batek esan zuen etxean zuhaitzik ez zeukala. Beraz, kezka horretik abiatuz, zuhaitz indibidualak etxera eramateko birziklatu zituzten. Esan beharra dago, gelako haur guztiek zuhaitza egin zutela; bakoitzak bere modura. Oso sormentsuak izan dira!

*Azaroak 27*

Azaroaren 27ko eguna oso urduria izan zen. Pedagogo gaixorik zegoen, eta gelan hori asko nabaritu zen. Umeak ohi baino gehiago oihukatzen zuten, gatazka ugari egon ziren eta iskanbila nagusi izan zen. Betiko moduan, irakasleak, prozedura berdina jarraitu zuen. Norbaitek negar gehiegi egiten zuenean, “stop, stop” eta hitz egiteko eskatzen zion. Haren ustetan, ondo dago triste egotea, askotan umei triste egoteko momentuak utzi behar zaizkielako, baina euren arazoak hitz eginez konpontzen direla ere ikasi behar dute gizartean aurrera egiteko. Beraz, irakaslearen lehenengo inpulsoa beti maitasuna eskainiz, gertatu dena kontatzea da. Ondoren, haurrak elkarren artean adostasun batera heltzeko ahalegina egiten du. Azkenik, adostasun hori egon ezean, atenzioa desbideratzen saiatzen da, besteak beste, jolas berriak proposatuz edo jarduera bat antolatuz.

*Azaroak 28*

Egun horretan gabonetako “paperkake” gaileta tradizionalak egin genituen. Amona batzuk etorri ziren eta haurrak launakako taldeetan, eurekin gailetak egiten joaten ziren. Paperkakeak oso gaileta famatuak dira Norvegia osoan eta gabonetako formak dituzte (izeia, izarra, bihotza, oparia..). Haurrak gabonetako txanoa ere jantzi dute gailetak egiteko eta eskola osoan gabonetako esentzia nabaritzen hasia zen. Sukalde tailerra egitean, oso motibatuta ikusi nituen bai familiak baita umeak ere.

Arratsaldean, goizean egindako paperkakeak goxoki eta txokolatetxoekin apaindu genituen. Paperkake bakoitzean 7 txokolatetxo eta 2 gominola jarri behar zirenez,

zenbakiak landu dituzte. Gainera, koloreak ere landu dituzte, goxoki eta txokolatetxoak kolore ezberdinetakoak zirenez, nahi zituzten koloreetakoak eskatu eta euren artean aldatu behar zituzten.

Gaileta hauei erreparatuz, tradizioa da eskolan, egun bakoitzean haur batek soilik paperkakea jateko eskubidea izatea. Horrela, gabonak arte gelditzen diren egunen zenbaketa egiten dute eta pazientzia lantzen da. Haurraren aukeraketa, sortez egiten dute, bazkaldu baino lehen, eta haurra da erabakitzen duena, gaileta non eta norekin jan. Pedagogoa esanetan, asko ikusten da haurraren izaeraz: badaude gaileta partekatzen dutenak, segituan jaten dutenak, etxera eraman eta oparitzen dutenak, etab.

#### *Abenduak 1*

Abenduaren 1ean, Urrezko ari sorten ipuin tradizionala landu zuten panpintxoekin. Ipuina pedagogoak kontatu zuen arren, haurren parte hartzea sustatzen zuen etengabe. Adibidez. “txikia, ertaina eta... “ Eta haurrek “handia” esan behar zuten. Edo “basora joan zen eta horretarko, bide luzea egin zuen” eta panpina haurren hanka, buru, oin eta eskuetatik pasatzen zuen. Horrez gain, moldaketa arinak egin zituen ipuinean, horrela, haurren ingurunera hurbiltzeko: Protagonistari, izen norvegiarra jarri zion; basoak, hartzaindegi ondoko basoaren izena zuen; hartzen janaria, norvegiako janari tipikoa (grot) zen, etab. Oso teknika polita eta erreza izan da, oso material gutxirekin edozein ipuinetan aplikagarria dena. Haurrentzako erakargarria izan da, oso. Borobila gero eta txikiagoa egiten zuten, hobeto ikusteko, entzuteko edo istorioatik ahalik eta hurbilago egoteko.

Bestalde, aipatu nahiko nuke, egun horretan, beste gela bateko ume bat egon zela. Izan ere, haurrak beste geletan murgildu daitezke jolas librean zehar. Haurrek normaltasun osoz hartu zuten, ohituta baitaude taldeen arteko nahasketei.

#### *Abenduak 2*

Basoan jasotako makilak erabilia, gabonetako zuhaitza egin genuen eta gelako horman eskegi genuen. Originala eta sortzailea izan zen, eta baita oso esanguratsua ere, izan ere, haurrek jasotako makilak ziren. Gainera, haiek izan dira, tamaina ezberdinetako makilak ordenatu behar izan zituztenak.

Bestalde, haur eskolako bedelak, jolastokian jartzeko gabonetako zuhaitz erraldoia ekarri zuen. Argiak ere piztu zituen eta haurrak, liluraturik gelditu ziren bere lanarekin.

Aipagarria da ere, Abenduaren 2 an, gelako liburutegiko liburuak ere aldatu zirela. Apaletan, gai berriari, gabonei, buruzko liburuak ipini zituzten, horrela, gaian murgiltzen hasteko. Horretarako, eskolako liburutegira joan ginen. Guztien artean,

gabonetako liburuak identifikatu eta 10 aukeratu genituen gelara eramateko.

### *Abenduak 3*

Binaka pedagogoarekin, gabonetako aingerutxoak egiten ibili ginen. Jarduera honetan, argi nabarmendu zen nagusiagoen motrizitate fina lantzeko gaitasuna eta horregatik, adin desberdinetako haur bikoteak osatu genituen, elkarren arten laguntzeko. Ondoren, eskola osotik sakabanatuta aingerutxoak kokatu zituzten, bakoitzak nahiago zuen tokian.

Amaitzean, poesia bat irakurri zuten korroan, hurrek ipuinez gain, beste literatur generoak ere ezagutu behar dituztelako. Poesia horrekin, umeek kontsonante trabatuak landu zituzten. Gainera, poesiei buruz hitz egiteko aukera izan zuten, baita Norvegiako poeta bat ezagutzeko aukera ere. Haur batek esan zuen poesia bere aitak bere amari irakurtzen ziola. Beste batek esan zuen, poesiak abestiak bezalakoak zirela, baina tristeago eta zailagoak. Beste batek esan zuen poesia musuekin lotuta dagoela, etab. Denetarik entzun genuen!

### *Abenduak 5*

Abenduaren 5ean, urtero egiten duten gabon bazkaria eduki genuen. Haur eskolako profesional guztiak ikasleekin batzen dira. Horretarako, liburutegia eta gimnasioaren arteko horma kentzen da, eta mahai segida bat egiten dute. Ume nagusienek mahaiaren prestakuntza egiten dute eta bazkaria, berriz, guraso bolondres batzuk.

Aurten indioilarra eduki genuen, erlijio guztietako pertsonak berdina bazkaldu ahal izateko. Postrerako, berriz, Norvegiako janari tradizional bat (grot). Umeak, eta baita irakasleak ere, oso-oso elegante jantzi ziren. Ume batzuk takoitxoekin, pajarita, korbata, traje eta soineko luzeekin etorri ziren! Kasu batzuetan gehiegizkoa izan zela uste dut, genero bereizketa oso agerian egon baitzen.

Jaialdian asko abestu eta dantzatu genuen. Nire ustez, jarduera polita izan zen, azkenean, familiarekin egiten den antzera, hurrekolan egitea tradizio zentzuduna da. Azkenean, bertako heldu eta haurrak, bigarren familia bat dira! Zergatik ez ospatu gabonak elkarrekin, ba?

### *Abenduak 8*

Egun horretan, gimnasioan gabonkantak abestu genituen. Horretarako, Vegardek kitarra jo zuen, eta beste gelako irakasle batek, ordea, mikrofonoz abestu eta saioa gidatu du. Eskolako lau urteko umeek, “musevisa” abesti famatua antzeztu dute. Oso ekintza polita izan da haur guztiak elkarrekin egon direlako, baita 0-2 urte bitartekoak ere!

*Abenduak 10*

Abenduaren 10ean, gabonetako ipuin tradizional baten abestia dantzatu genuen, eta ondoren, horren ipuina entzun genuen “musevisa”. Gainera, ipuinen agertzen den saguaren bota ere ikutu eta ikusteko aukera izan zuten. Jarduera amaitzeko, Vegardek hurrengo proposamena eskeini die: “Eta gero zer?”<sup>2</sup> Eta nahi zuenak eskua altzatu eta ipuinari amaiera eman zion. Hizkuntza lantzeko eta sormena lantzeko, jarduera paregabea izan zen. Hala ere, jarduera honetan guztiz nabarmendu da, nagusiagoen ulermen eta asimilazio maila.

*Abenduak 12*

Abenduaren 12a oso egun tristea izan zen; Nire azkenengo eguna haur eskolan. Nire agurra ospatzeko urdaiazpikoa eta patata tortilak eraman nituen, zapore ezberdinak dasta zitzaten. Esan beharrekoa dut, helduen artean, osos arrakastatsua izan zela, ez ordea, haurrengan.

Euren partetik, aldiz, espero ez nituen pila bat opari jaso nituen: marrazkiak, postalak, txontxongiloak, Norvegiako gabonetako panpin tradizionala... Baina nire oparirik gustokoena euren hitz, musu eta besarkadak izan ziren. Horiek, nirekin betiko eramango ditut. Agur, agur bai, baina ez zaituztet ahaztuko.

Denbora oso azkar pasatu da, eta asko ikasi dut eurengandik; asko, asko, asko. Pila bat gauza erakutsi dizkidate bai pertsonalki (alaitasuna, bereziki azkenengo hilabete zail hauetan) eta baita profesionalki ere (esperientzia, itzaropena, ilusioa, etab.) Ez daukat hitzik eman didaten guztia eskertzeko. Soilik espero dut eurekin harremanetan jarraitzea, eta egiten duten guztia, sinismen eta ilusio berdinarekin egiten jarraitzea.

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<sup>2</sup> <http://www.whychristmas.com/cultures/norway.shtml> (2014/12/11)  
<https://www.youtube.com/watch?v=VxIwbb2ymI> (2014/12/11)

## 2. Eranskina. Elkarrizketak

Hona hemen zentroko profesionalei egindako elkarrizketaren gidoia:

Good morning.

As you might know, I'm working on my bachelor final thesis. The core of my research is to implement some of your kindergarten's educational practices in our country. This is the reason why I'm going to ask you some questions. Are you ready?

Then, let's start.

- To begin with, tell us a bit about yourself; that is, describe your job in the kindergarten, tell us what kind of training you have had and the time you have been working with children.
- As an educational agent, which are the most relevant things for you? I mean, in your opinion, which principles are essential in a pre-school class?
- And here, do you teach according to those principles?
- Have you always taught in agreement with those ideals?
- How did you make the change?
- In your opinion, which are the most meaningful and noteworthy activities you make?
- And which would you like to change?
- Why don't you change it/them?
- In this kindergarten there are children of very different ages in the same class. What are the pros and cons of it?
- How do you face those obstacles?
- The relationship with nature is really strong in the Norwegian society. The school is the reflect of that society, so here, of course, you daily have it in mind as well. Why do you think that is important for children being in contact with nature?
- Could you illustrate us with evidence and remark its importance?
- Families have also a significant weight in the kindergarten. What kind of involvement do they have?
- And the community or society?
- As an educational agent, what do you do to promote and ensure their cooperation?

- We have previously talked about the activities you make here, but where do they come from? How do you set up their aims?
- How is the evaluation? How do you make it?
- And how do parents get that feedback?
- Regarding punishment, how do you manage children's bad behaviour? Do you shout or send them out? What kind of role you take in accordance with those?
- To sum up, after the activities you make here, what do children learn in your kindergarten?
- And to finish with, in my opinion the main goal of your job, do children enjoy in your kindergarten? Do they come happy to school?

Ondorengo taulan, profesional bakoitzak galdera bakoitzari emandako erantzuna erreparatu daiteke. Horrez gain, erantzunak proiektuan zehar adierazitako lau blokeen<sup>3</sup> arabera ere sailkatu dira.

HIZLARIA (H)	FUNTZIOA	BLOKEA (B)
María (M)	Elkarrizketatzailea	(1) Aniztasuna
Vegard (V)	Hezitzailea	(2) Eskola Irekia
Wenche (W)	Laguntzailea	(3) Malgutasuna
Anniken (A)	Pedagogoa	(4) Naturarekiko harreman estua

H	ELKARRIZKETA		B
M	<b>Good morning. As you might know, I'm working on my bachelor final thesis. The core of my research is to implement some of your kindergarten's educational practices in our country. This is the reason why I'm going to ask you some questions. Are you ready?</b>		
V	-		
W	Yes		
A	Okay I'm ready		
M	<b>Then, let's start.</b>		
M	<b>To begin with, tell us a bit about yourself; that is, describe your job in the kindergarten, tell us what kind of training you have had during the time you have been working with children.</b>		
V	I have worked with children for almost ten years, since the beginning of my adult. I have a bachelor degree in the university in kindergarten studies, as well as some small courses with children practice and how to deal with students and so on, but mainly a bachelor degree in kindergarten.		1
M	Okay		
V	And I've been working here, in this kindergarten for five years.		
M	Did you do your practices here?		

<sup>3</sup> Aniztasuna, Eskola irekia, Malgutasuna eta Naturarekiko harreman estua.

V	I did one year, one of my practices here	
M	okay	
V	and two other practices in two other kindergartens, you have to have different practice places each year, so you get different practice	
M	Yeah, it's the same in Spain	
V	Yeah	
W	I have been working in this kindergarten for twenty years. No basic training, but a lot of courses, and I have taken this child and youth education with an exam. So, yes, that's basically.	
M	But you have a lot of experience	
W	yes, yes of course. You are a mum and you have been surrounded by children a lot of times.	
M	Yes, a lot of times.	
W	How many years have you been working in this kindergarten?	
M	Twenty years. Yes, that's a lot of time and I learn all the time new things.	
A	Okay. I'm a teacher in the kindergarten, and I have an education who goes over three years. Full-time study. It has been 26 years haha	
M	Oh my god haha	
A	since I finished, but over the 26 years I have been taking a lot of courses and some new subjects to improve my education.	
M	In the university or...?	
A	Yeah, it wasn't called university then, but now the education is in the university.	
M	okay, yes.	
M	<b>And as an educational agent, which are the most relevant things for you? I mean, in your opinion, which principles are essential in a pre-school class?</b>	
V	As I have told you before on of my main principle, concern with children are social studies, how do they become social, how do they talk, when do they say the right words and how do they react to each other. So, my main concern is how can I be a good moral person to them and teach them how to say, how to be social with each other, and how to get a good childhood because of that. Be themselves I think it is also very important, how do you be yourself in a community or a city or a land, when so many, how can I say it, people expect so many things of you. I think many children loose themselves during their way to become adults.	3
M	You don't understand the question? okay, what is the most important for you in a classroom?	
W	Oh! I have to think about, haha I don't know, I think I need, everybody needs to know that all the children are individual persons, and they are different. One thing it's not suitable for everybody. Did you understand?	
M	Yes, that each children it's one person, so they need to understand and respect the other people's plays, no?	
W	Yes, as an individual. I think that's very important for learning.	
A	I think that children are learning to play and we make it possible for them to play, by putting things for them to make the game interesting, or we maybe suggest some subject into the game, and also the social part in learning how to play together. I think that's the most important thing	

	in the worls today because they have just a few years in the kindergarten, and after that, they have a long, long, long, many years, in the school. So, two difference. The kindergarten is something special, and school is something else.	
<b>M</b>	<b>So here, do you teach according to those principles? / So I suppose that here, you teach according to those principles?</b>	
<b>V</b>	Yeah, that it is one of my main concern. How do I take, how do I see each children, how do I talk to them, in a way they can be themselves and express themselves in their way, but I also want them to learn how to become	<b>3</b>
<b>M</b>	in the society	
<b>V</b>	yeah, how to grow in a society, but also how to respect themselves for the people they are.	
<b>W</b>	Yes, I think it's important to get to know the children as they are. Yes, that's the best.	
<b>M</b>	It's difficult.	
<b>W</b>	Yes, it's difficult.	
<b>M</b>	Because some children when they are small are very selfish, they are not used to be with other children, because they are all alone in their house with their parents and they don't know how to share.	
<b>W</b>	Yes, it's very difficult, but I think if you get to know the children, you can always find a way to make them grow.	
<b>M</b>	So, how do you try to get to know the children? Maybe you stay alone with him?	
<b>W</b>	I observe, I think during all these years, we are really good in observing kids. How, their reactions, the way they behave, and we learn to know the children while doing that; and in conversation, or in play too. Play with the children. It's very important.	
<b>M</b>	to be confident	
<b>W</b>	Yes, to make them feel safe with me.	
<b>M</b>	okay	
<b>A</b>	yes	
<b>M</b>	<b>And have you always taught like that, with those ideals?</b>	
<b>V</b>	No, no, no. It's during the last three years, I think that's	<b>3</b>
<b>M</b>	Okay	
<b>W</b>	Probably not ha-ha-ha-ha I try to, but sometimes it's very practical and we don't have the time to do it.	
<b>A</b>	Mostly, but the frames have changed over the years. That makes different. I would answer that later on in the questions, yes.	
<b>M</b>	<b>How did you make the change?</b>	
<b>V</b>	When I was at the university or in different kindergartens, I saw that many children, they had problems with anger, and if adults or other children said no, they had problems with how to control their feelings, if I am angry, how can I control that, or how can I say to the adults or the other children "I am angry now". So I started this journey, how can I learn the children to express how they feel.	<b>3</b>



<b>M</b>	To teach in emotions	
<b>V</b>	Yeah, to teach, how can I teach the children to control and learn how their emotions are, but aah	
<b>M</b>	It's difficult	
<b>V</b>	Yes it's difficult because sometimes it works and sometimes it doesn't work and things take time. And some children need to, they need just a right word, and some children they need to really feel how to be happy or sad; there are so many feelings that the children can't control, that they need to practice.	
<b>M</b>	So, maybe you changed during the years, and you improved during the years, as you have more experience.	
<b>W</b>	Yes, yes, I think, yeah.	
<b>M</b>	Maybe because of the courses you have taken in the university or?	
<b>A</b>	Yes, sometimes, that can be the, but it can also be, the children can make us interested in some special subjects, and then we follow up. And make it happen, or maybe I have some special subject I am interested, then I can work with that in the kindergarten. And so, with the other, person, all the people I work with, also come with their subjects, and we can make things happen. But we have a plan, a national plan that we have to build them up. So, we can't do just what we will, but we have a lot of freedom in how we do things in the kindergarten.	
<b>M</b>	so you try to follow children's interests or the people's interests.	
<b>A</b>	Yes, we have to watch the world today, and what do kids need today to manage the life over society.	
<b>M</b>	okay	
<b>M</b>	<b>so in your opinion, which are the most meaningful (and noteworthy) activities you make (to make those principles)?</b>	
<b>V</b>	I think free play is the most, but of course me a s a kindergarten teacher, I have to be there during the free play. I have to be on the sand-land watching and knowing when it's not free play and when it's not free play any more, when it's maybe bullying,	<b>3</b>
<b>M</b>	Okay	
<b>V</b>	and notice what are the children interested in, a example I had, the children were playing with lego and I just went to the store and bought just a little piece of pirate equipment, a hat, and the free play just exploited, "oh we need sailors, and guns.." So I just laid a hat in the lego, I didn't tell them, just to see how they react to each other.	
<b>M</b>	And do you see a lot of bullying? because you have mentioned it before	
<b>V</b>	yes, sometimes, but much of it is attitude, how to change children's attitude, because I believe every children wants to bull, maybe every adult wants, because there are social ranges, there are hierarchies,	
<b>M</b>	yeah, and in Norway it's very strong,	
<b>V</b>	yeah, you always want to be better, and maybe somebody else, so, but how do you prevent children from doing it? It's a really difficult task, but you have to talk to children, you have to explain them,	
<b>M</b>	I have seen that you try to make for example different groups, for example when they are going	

	to eat, or when they are going to swimming pool
<b>V</b>	Yeah, you can switch adapt, because if you have one child that maybe needs to practice one thing, maybe reading, or maybe drawing, or maybe some physical, they need to practice, you can change the group dynamic, and the children they think it is okay, because they are use to it.
<b>M</b>	Yes and they learn to play with others,
<b>V</b>	Yes, yes but at the same time you can't do it to much, because then they loose maybe their "best" friend
<b>M</b>	okay
<b>V</b>	you have to be diverse to it. I think you always need to have your eyes open to the changes, One week it can be one thing and another week it can be something totally different. A couple of years ago I was, the children were very excited playing football, but when I had, we were going to draw a football field, and make a football field in plastilina, then, they weren't interested. They were done with that. So you always have to be sharp on a high heel on what are the children interested in, and how can you feed them,
<b>M</b>	So you really focus on their interests.
<b>V</b>	Yes and I always keep and open mind on what children are interested in.
<b>W</b>	To play, to give
<b>M</b>	free play?
<b>W</b>	Free play. Yes, It's very important. They learn to know themselves. They learn to know other kids.
<b>M</b>	And if you would have to put a percentage of free play, which is the free play percentage here in this kindergarten? More or less, how many time they spend doing free play?
<b>W</b>	Oh, that's
<b>M</b>	here, more or less.
<b>W</b>	Almost all the time
<b>M</b>	80% maybe?
<b>W</b>	Yes. I think so, yes.
<b>A</b>	To help the kids to understand themselves and what to do, good and for bad during the play time. We talk a lot to the children, and explain a lot for them, and make discussion with the children, so they can help themselves to find the right way. We see a lot of progress in this. It is different for a child of two years, three years, four years, five years. But is in progress all the time. So the social thing I think is the most important. Learning to be in a group.
<b>M</b>	And which type? for example, can you make an example of an activity you make that you think that is the most important activity, like for example going to the forest, or going to the swimming pool, or which activity do you like?
<b>A</b>	I'd like to think, that everything you choose is important, because we put a lot in it. If you go to the forest, it brings you health; you can walk; and you have fresh air; and you can tell them about the trees; and if you see some animals, you can tell facts around it; or you can use your, you can smell, you can listen, and you talk a lot about it, so you bring some interest into it. We can make it like a game, "could you find something?", you can put mathematics inside. You can

	do everything. So, we think we can implement all the things we can; and we think that the children is interested to learn stuff, and if there is maybe a child that is not interested, maybe the next walk in the forest, or the next year, he or she is ready to, to take this in.	
<b>M</b>	<b>And would you like to change anything about the activities you make nowadays/ any activity that you are doing here in the kindergarten?</b>	
<b>V</b>	Yes, I see some children they have problems in the, how is it called, fine motory, like drawing and scissors.	<b>3</b>
<b>M</b>	Yes, yes.	
<b>V</b>	But in the same time, I think it's evolution, because they stay like this (pointing) all the time, so they have problems in controlling their fingers, just some children. And I see some children that are maybe a lot inside. When they are at home, they have problem in the forest. They are clossy, yeah because of, they walk on flat ground, they aren't used to the, to different obstacles.	
<b>W</b>	Not right now I think. I think we are doing a fine balance now, because we have the, the days are routine, and that creates a safe.	
<b>M</b>	atmosphere?	
<b>W</b>	Yes. And the children needs, they need to have free time, to do what they want.	
<b>M</b>	yes, they are children, they need to play.	
<b>W</b>	Yes. Yes. So, they need that and it's our job to give them.	
<b>M</b>	It's a difficult question, I know.	
<b>A</b>	Yes, but I think we change as long as we walk, because we have different kids, and we don't do the same things with the same children. We do something new, because we know they know about this, so we go a step further; or we go a step down if there are some new kids. So, we change this. Change it, all the time, because we use a lot of observation to know one and each of the children.	
<b>M</b>	So you are changing every time.	
<b>A</b>	Yes, we do not do the same. It should be a progress all the time.	
<b>M</b>	<b>And why don't you try to change it? What are you doing to change it?</b>	
<b>V</b>	You can talk to the parents and you can of course, if there is a problem with, that the children maybe sit to much, just isn't to much physic, you can always take them outside; or you can make like you said, little groups and you can motivate the children to do the job, but at a certain degree, like I said before, if the child doesn't want to play with scissors, maybe the child doesn't like it. So, to a certain degree, you have to respect the children. In the pre-school group I have a lot of children that are very good with scissors, but a lot of children that aren't. That's totally fine, because we are different	<b>3</b>
<b>M</b>	Yeah, so you respect the child, you propose things but if they don't want,	
<b>V</b>	Yes but in the same time, motivating them to do it, I say "Yeah, come on, let's do this, what do you want to do? how can we do this with this scissor?" just is an example scissor, but you can motivate, but you shall not control themselves and say "you have to this", of course	
<b>M</b>	not like an obligation, like a proposal, no?	
<b>V</b>	yes, and if you have like three or four kids playing with scissors, often the child that wants to	

	come in the play, he also wants to play with scissors, so it is a social dynamic also.	
<b>M</b>	So, if one its cutting, the others, yeah	
<b>V</b>	yeah, If you motivate one, you get the others too. So, it's very social.	
<b>M</b>	<b>So, in this kindergarten there are children of very different ages (in the same class). Which are the pros and cons of it?/ What are the positive and the negative aspects of that?</b>	
<b>V</b>	The pros is that just the older children get to practice with the younger, how do I take care, emotions, and when do they eat, how can I change diapers, need to learn how to talk; it's a lot of that social theory. I think it's	<b>1</b>
<b>M</b>	yes, because finally in the society they are going to be different kids	
<b>V</b>	Yeah, of course, you see, here I'm the small one, just Wenche and Anniken are a little bit older than me, but I see more cons. Because of the development of the children you can't go on many trips. When you have a child that sleeps, maybe one or two times during the day, you have to change diapers, so there is a lot of things that have to be taking care of preparation, and when you are on a trip, and a trip is just an example. After these kids need to sleep, and also development,	
<b>M</b>	the rhythm	
<b>V</b>	Yes, the rhythm. You can tell a five year old children, "okay you can go inside alone to draw", but you can't tell a two year old that, because he is not going to focus on that. So I can tell a lot of my children "Hey, just you four going, you can" you can send the children on the gym or on the library, and they can be there and do a good job, and clean up after, and safe, but that can't at two or three years old. So, there is a lot of attitude practice with the two-three year old.	
<b>W</b>	I think it's positive because they have to adjust to each other, and they have to, the older children have to take one step back, because the small children have other needs. We need to make them see that.	
<b>M</b>	So they learn to help each other.	
<b>W</b>	Yes, they learn to help each other. And we, as an adult, can guide the children and make them see, she needs help.	
<b>M</b>	Do you think there is any negative aspect on that?	
<b>W</b>	Yes, I think it might be negative because there are so different years, it's a very	
<b>M</b>	the difference it's really wide	
<b>W</b>	yes, so a six year-old have much different needs than a two years.	
<b>A</b>	The positive?	
<b>M</b>	Positive and negative	
<b>A</b>	yes. Yes the positive I think the children learn from each other. And they learn to help, and they learn to play together, they learn to be tolerant,	
<b>M</b>	and finally in the society, they are going to be with different people, in the park or	
<b>A</b>	Yes, of course. I think that's positive. But the cons of it, maybe that they have all the time, be waiting, and considerate all the children. Maybe they should get some more time for themselves; because it can be too much	
<b>M</b>	difference, the rhythms are different sometimes.	

<b>A</b>	Yes, so the big one, must wait for the little ones; but the big ones, need something to inspire them, or some other subject to work by themselves. So, this can be difficult, because we are so few people working with the children.	
<b>M</b>	how many are you?	
<b>A</b>	We are three adults, working on the children, and we have twenty children, from two to six years old.	
<b>M</b>	okay, and do you have different roles? Each one has a different role?	
<b>A</b>	Yes. We have a different education. So the leader, has to have an education, like me. I'm a teacher. But in our group we have another teacher, and this is special today, is not normal, because we don't have so many teachers. And so, we have one that works as an assistant, and he or she doesn't have to have an education. But I think is best to have an education, because, then, you know how to work with children. This is special,, different, if you have education and if you don't. But the person that we have as an assistant, has been working for many years, so she has a lot of experience. So, that's good too.	
<b>M</b>	<b>And how do you face those obstacles?/ And what do you do to face those obstacles?</b>	
<b>V</b>	Of course you can mix the group. We have always an adult on the small children in our outdayling, so there is a lot of ways to do it, but you can also tell a bigger children, "I'm going with this children, do you want to come? We are going to change diapers to him or her, or we are going to practice reading"	<b>1</b>
<b>M</b>	so, the elders help the small ones.	
<b>V</b>	Yes, but also there is pros and cons with that too, because if you always have the bigger one to help the last one, the middle, they will learn social structure, and how to react emotional, but they will not learn how to be with the other children.	
<b>M</b>	So, you have to control	
<b>V</b>	yeah, you have to control that; but I think the biggest, it's not a problem, but the biggest, struggle for me it's that I have to, when I can be outside with a four or five year old maybe, I have to go in, and change diapers, maybe the kid is tired, need to sleep and, so I can get those brakes during the day where I have to do it, I don't know if I don't like it, but I have to do like I think it's, maybe not necessary on a big, what is <i>costura</i> ?, the big, we have like the oldest children, and a two year old isn't old in my eyes, it's just a two year old	
<b>M</b>	It's a baby	
<b>V</b>	Yeah, it's a baby, maybe it's a baby in my eyes and he is not on the oldest children.	
<b>M</b>	So if you could choose, you would take children of the same ages always in your class?	
<b>V</b>	Not always, maybe yes, but also I will take maybe the small children out with the big children,	
<b>M</b>	so mixed.	
<b>V</b>	Yes a little mixed, but maybe a little less of the smallest children,	
<b>M</b>	okay	
<b>V</b>	because there are a lot of small children on our, to be a	
<b>M</b>	but I have seen that for example on Mondays, you take the older ones and you do activities with them.	

<p><b>V</b></p>	<p>Yes, I have like a pre-school group to practice them for school, we practice maybe letters, doing assignments. Yesterday we were going to draw ourselves in winter-clothes, what do I wear in winter?, and the children had to think “okay, what do I wear in winter?, what do I dress on?” And I also asked the children if they can draw what do they like to do in winter time. Some like to ski, some like to make a snowman, some like to build snow-castles...and just to think what would I like to do and to get it on a piece of paper. That is really hard for a five year old, but that you can't do it with a two year old. They are not so much developed. So, of course, there is pros and cons with everything, every choice that you make.</p>	
<p><b>W</b></p>	<p>To be flexible to, to, to</p>	
<p><b>M</b></p>	<p>maybe sometimes I have seen you make like small groups, and you take the older ones.</p>	
<p><b>W</b></p>	<p>Yes, we take some kids away from, and have their own playing groups. So, the smaller children can socialize with each other.</p>	
<p><b>M</b></p>	<p><b>The relationship with nature is really strong in the Norwegian society. The school is the reflect of that society, so here, of course, you daily have it in mind as well. Why do you think that is important for children being in contact with nature?</b></p>	
<p><b>V</b></p>	<p>You have been on a trip with us for so many times, you have seen how much we love to be outside,</p>	<p><b>4</b></p>
<p><b>M</b></p>	<p>yes I really like going</p>	
<p><b>V</b></p>	<p>When I was thinking about it, I was thinking what happened here, a hundred or two hundred years ago? we were mostly outside, every Norwegian, all the work that we did was outside, timber and fish, and there wasn't much schools and university, and I think a lot of that reacts on to our society, but at the same time, the thing I think it's the most important, it is the children need to learn where the fish come from, how nature works, and they need to be in nature, to see it, to feel it, to believe it; because many children I had a couple of years, I had a four year old that didn't believe that fish come from the sea. Okay, I will show you, and I went outside, take a fish, took a knife and opened, and look at the stomach, and eyes, the brain, the children need to learn that. I think, and I think it is part of the norwegian culture, to be outside, to be in nature, but at the same time I see that it's getting lesser and lesser of that. I think that maybe in ten or twenty years, we are maybe like your kindergarten, I hope not, but I see that the children, they aren't outside.</p>	
<p><b>M</b></p>	<p>Do you go outside even when the weather it's really bad?</p>	
<p><b>V</b></p>	<p>Yeah, yeah, I think that we have like a ten or fifteen minus Celsius when we aren't going outside, and that is very cold,</p>	
<p><b>M</b></p>	<p>yeah, but you are very well prepared, with a lot of clothes,</p>	
<p><b>V</b></p>	<p>yes, of course</p>	
<p><b>M</b></p>	<p>It's is very difficult for me to learn them</p>	
<p><b>V</b></p>	<p>but I think that the children need to be outside, if you know what I mean, you cant just tell a child that is how stuff works, they have to see it, touch it, discuss it with the adults or other children. But I think that a lot of we love to be outside, is socio-cultural from, maybe back in the days. But I love it, I see how much the children love it, do you remember the time we went</p>	

	taking pictures? They absolutely love it.
<b>M</b>	yes, yes
<b>V</b>	and imagine, sometimes we go on ski trips, so it's a lot of fun
<b>M</b>	you went also to a farm to see the animals,
<b>V</b>	yeah, see the animals, and drink a little milk and, sheep, and pigs, and the children maybe in big cities, and maybe in other countries, I don't know, they can't experience that, and I think that is the way we lived, and live
<b>M</b>	yes, yes,
<b>V</b>	So, I don't know,
<b>M</b>	I understand
<b>V</b>	yeah, I just, I'm afraid that we are going to be a society that sits too much, and eats too much, and stays too much inside. So, I have like a big big plan for this kindergarten. I would like to make it an outside kindergarten. To be outside almost the whole day, with tents and,
<b>M</b>	And have you proposed that?
<b>V</b>	I have proposed it, a couple of years ago, but of course they need some, we have to make some changes on the different outdailings and maybe a different personal, things we have to do
<b>M</b>	so, your proposal was to be a kindergarten outside kindergarten.
<b>V</b>	Of course you can have like an outside group with maybe ten or fifteen children and two warmers, and you can have like half of the group of each, Socrates, Pythagoras and Hypocrates can be together outside and you mix them up. So, there is a lot of opportunities, I think.
<b>M</b>	Yeah, but for example, last day a child from Pythagoras came to our class, so they are used to be with each other.
<b>V</b>	Yes, they are used to be mixed, and we also send our children to other classes, so it can work but you have to, there is so much, how can I say it to you, we need to make some changes on the classes, to make it work. It's a long, long time goal to me to be outside
<b>M</b>	and also collaboration with other teachers
<b>V</b>	and how do you make it, yeah, it is more of how do we make it work issue, than a just we need this. There is a lot of work to mix up and do we have tents? Or what do we need? How do we make a fire?what kind of preparation? There is a lot of things to think about to make it work. But I think it is important for children to be outside, and see how it is outside, even if the weather is rainy, or cloudy, or sun
<b>M</b>	Yes, I agree with you.
<b>W</b>	I think that it's a little bit of our inheritance. We live in a country where there is much nature, much weather, and I think it's positive to be outside. I think you make the children strong, by being outside.
<b>M</b>	And what do they learn?
<b>W</b>	Yeah, they learn to appreciate being outside I think, yes
<b>M</b>	And do you have any experience to remark, like an anecdote?
<b>W</b>	No, I don't know.
<b>M</b>	For example Vegard has told me that they, it's important to go out because children sometimes

	don't know how to walk in slopes and in the forest. They are used to walk in flat, so it's something that they need to train. And Anniken for example has told me that in the nature you can also count trees for example or see the colours, they are learning a lot. So, in your opinion, there is something else that they learn?	
<b>W</b>	I think that they learn to know themselves: how, where is my limit?, how much can I manage?, how high can I climb this tree? And they learn to know themselves a lot. I can walk like a half an hour, but in two months I can walk	
<b>M</b>	maybe more	
<b>W</b>	yes, so I think they have a, progress?	
<b>M</b>	yes, yes.	
<b>W</b>	Yes, all the time by staying outside, and walk the hills, and climb the trees	
<b>M</b>	And I suppose that they also deal with the weather, that it's something difficult in Norway, so.	
<b>W</b>	Yeah. I think it is important also that they could learn to get wet, to feel that it's okay to get wet on my feet. It's not dangerous, at all. It's okay to be wet, it's okay to get cold	
<b>M</b>	You are really well prepared with a lot of clothes, it's really difficult for me	
<b>W</b>	yes haha no, we have good clothes, because we have a lot of weather. But I think they get to know themselves, what to handle and manage and that's important to stay outside all day, from morning til they go home.	
<b>A</b>	I think this, as you said, is special for Norway, because we appreciate the nature, and we live it by it, and in it. It's very important for us. I think about, you have the clean air, it's special and we love it. And you can move about, you can go for walks, or fishing, or make exercise, sit in the woods. You can learn about the nature, science; you can follow the seasons, you can have different activities. You can learn about taking care of the nature. It's important; and so you have about nature and art. You can make pictures of the nature, or you can just use your eyes, look at the nature, as a calming point in life. You can see, you can feel, you can listen to, the nature. So I think it gives you a lot, of things to be appreciated.	
<b>M</b>	yes, of course	
<b>A</b>	so we love it, and we like to be outside. We think that the space around us, we can use it in different ways, that is a very important to the body.	
<b>M</b>	even when the weather is bad like today, children are out.	
<b>A</b>	Yes, you don't mind if the weather is stormy or wet. We like to feel the elements; and like we feel, we get strong by, being out in the elements. You can enjoy a lot of things, by being out. So, there is no bad weather, there is just much weather.	
<b>M</b>	<b>And about families we haven't spoke yet. They have a significant weight in this kindergarten too/ And families have also a significant weight in the kindergarten. What kind of involvement do they have?</b>	
<b>V</b>	With the parents?	<b>2</b>
<b>M</b>	Yeah, the kindergarten with the parents.	
<b>V</b>	Twice a year we have like a parent meeting, and Anniken or me have a year meeting with each parent, where we tell how the child has been working in the kindergarten, what the child	



	<p>struggles with, what makes the children happy, who do they play with. But also we talk to them every day, but not only if there is negative things, we talk to them if there is positive thing. If I was a father I'd go to the kindergarten to the person that tells me all the time what is the problem with my child. I want to have good news too. So, at least for my part I think that each day I should try to say something positive to each parent, because often you can't say just the negative thing. So I try to say "guess your child played with today, guess what he said today" but also you have to tell them, the negative part, that is the worst thing. But we talk a lot to the children and asked them "what do you think?, do you think that this is okay?". Also the informative part is that parents can go on the internet and see our plans, we have like a wall in the class that they can go and see what are we going to go on Monday, Tuesday, Wednesday or</p>
<b>M</b>	Because parents go inside the class every day and take out their shoes
<b>V</b>	yeah, not always but haha yes, yes, but as much as they want to. Some parents just oh!tell me that, and it's done, it's written there, you don't need to ask me, it has been standing there for two weeks. So, some parents are very good at it, and some parents maybe need to practice a little bit. And we also have a TV screen where we put pictures. We take photographs, not only when we are doing nice stuff, but also when the kids are interested in things. Like a couple of years ago, we have a big snake, so I just took a photograph and it was on the pictures for one week. Children loved it! You can also use the program paint,
<b>M</b>	to edit; yeah I think that it's a good source, because they can speak about what they have done
<b>V</b>	yes, and it's a good source of documentation, because we can use it, like you said, you can use it, to tell the child "oh! You have to show your mum or your dad the picture we took of you!" and of course they want to show it. And it saves a lot of work to us too, because we don't need to, I love talking to the parents, but I doesn't love it so much that I go after them aaaah. So, you get like a balance, a mix of documentation and information. If you have to remember something for tomorrow, you can write it down on the screen. You doesn't have to go around telling everybody. So, I think it's a good way to document and tell the parents.
<b>M</b>	Do they come here everyday or what activities do they do here in the kindergarten?
<b>W</b>	The parents?
<b>M</b>	yeah
<b>W</b>	They come here every day, of course, to fetch and deliver. I don't know if you want to now, we have like these kind of gatherings during the year.
<b>M</b>	For example I have seen that they even enter to the kindergarten, they take out their shoes, they have breakfast with their children. Sometimes, they stay playing a bit with them. So, they are really involved in the kindergarten.
<b>W</b>	Yes.
<b>A</b>	We have to work with the parents; all the time, and ask them what they think it's important and they have to, also tell them that the politics in the kindergarten, are; also important, and we have to find some, like a middle way, to make things happen; but we listen to the parents all the times. And we have meetings, that they can come and say how they feel about the kindergarten, or about, the child, and they can; wish that could be do like that or that, and we can see if it's

	possible.	
<b>M</b>	for me it's very shocking, for example, that they came to the kindergarten, without shoes, and they stay playing a bit with the children, and they are in the kindergarten, they don't feel outside, they don't stay at the door; they are always inside and, have breakfast with them, maybe; for me it's shocking, but I think it's really important.	
<b>A</b>	We want to do that, because we don't want to, we want them to see, this is an open, everybody can come here and see us work; we have, we can't shut the door, we have to welcome everybody. This is a public place for children, and there is no secrecy going on here, so we just want them see what a day can be for the child; it's important because, I can tell them about it, but when they see from themselves, that's stronger.	
<b>M</b>	yeah, of course	
<b>A</b>	but they understand much more, when they see it; with their own eyes.	
<b>M</b>	<b>And about the community or society?</b>	
<b>V</b>	Many of the children have parents that study or work at the university. So, we use university a lot, often trips, and if we need something, we have the library there, and we have like a the hall <i>morkvedhallen</i> , a gymnasium hall that also belongs to the university that we are in and the forest areas around but	<b>2</b>
<b>M</b>	So, they are really involved in the kindergarten.	
<b>V</b>	Yes, we have like some parents that they have studied to become a policeman, man or woman, then, the can come with a cop-car, a police-car and show the children this is how I; so, we use the parents too. We had, I think it was last year, we had a doctor, and he came like a doctor, with different gears, and showed them, “okay you have to do this”, yes, and it was so informative and the children loved so much, it's just a way of how do you; we have had chefs, that came to the kitchen and we ate food. And often if you ask them, they will came if they have spare time. For the children, and that's	
<b>M</b>	that's good	
<b>V</b>	that's amazing to me. Okay.	
<b>M</b>	different people	
<b>V</b>	yeah different people and if I have a trouble with something, I can ask the parents “okay, you that are in that kind of work, what do you think?”. It's not only for the children, it's for me too. If I have some problems	
<b>M</b>	another perspective,	
<b>V</b>	not not a perspective, yes we have some problem here at the night time, young or adults coming here to smoke and drink, paint on the wall. And I asked a father, this year that was a policeman, “do you have like a round that goes through here?” “no, no, but I will ensure that, at night time there will be a policeman watching here”. So, you just have to talk to people. So that 's very enjoying, to me at least.	
<b>M</b>	yes	
<b>M</b>	For example the postman, or I don't know, the genitor, the cleaning girls?	
<b>W</b>	No, the genitor is very popular here, because he is like the superman who fixes everything haha	

	and they are very found of him. He fixes everything for us. And they can tell us, just call the genitor, he can fix it. But we also have like a cooperation with the schools. They invite us to do training, so they can use our kids in different activities. And it's also the university and the, high school?	
<b>M</b>	yes	
<b>W</b>	yes, so during the year, we are	
<b>M</b>	working together	
<b>W</b>	yeah	
<b>M</b>	For example tomorrow you have something with the university for Christmas I think.	
<b>W</b>	No, it's here. Yes. We have like a Christmas feast with turkey and haha	
<b>M</b>	I mean, for example, people who clean and, other type of workers, are also, able to come to the, to see?	
<b>A</b>	Yes, we want to, to have it, public; and we want the children to learn to appreciate the people that washes the kindergarten, they are not something hide away, but are important persons to us; this is a way of accepting everybody. And this is important in Norway. Or at least, in written, we should accept everybody and we should welcome everybody.	
<b>M</b>	<b>How, what do you do to promote their cooperation with the kindergarten?</b>	
<b>V</b>	To promote our kindergarten?	<b>2</b>
<b>M</b>	Yeah, to come here and..	
<b>V</b>	first of all, we have clothes with our logo on, and since we are a part of the canteen, and what is it called ^, we get a lot of free, what is it called,	
<b>M</b>	stuff	
<b>V</b>	yeah, free stuff, for open in the university, but we are not part of Bodo komune, or the state if I can say that, we have to promote ourselves, but I think that we have a good reputation, since we are in the middle, and are part of the university. Many that wants to study say, "okay I want to have one child, so, it's a practical thing.	
<b>M</b>	Yeah, that's why many parents are really young.	
<b>V</b>	We have many, many of our stuff have not only a bachelor degree in kindergarten, but have like different degrees, that they can use to watch children, so they can promote ourself with that. That is my only request.	
<b>M</b>	Do you do some activities?	
<b>W</b>	No, it's mainly they who contact us ahaha yes. When they need us for some activity, and we say yes all the time because it's positive for our kids.	
<b>M</b>	-So do you think that it's positive to have relationships with others	
<b>W</b>	yes because they have to relate to other adults, not just ones they know very good. So they have to listen and take message from adults they don't know.	
<b>M</b>	yeah, and that's maybe motivating for them too.	
<b>W</b>	yes	
<b>M</b>	With the parents, I mean; and the community, do you do something to be an open school?	
<b>A</b>	Yes, but the community, puts rules for us, and visit us, and we attend some programs, which the	

	community has send to us; so this is just, give and take give and take all the way, as for the families too, we are an open, kindergarten, so they can come and they can, see for themselves.	
<b>M</b>	Okay, so you invite them, and they come, and	
<b>A</b>	yes and sometimes we have some quality meetings; that they should see, if we are doing the right things; they are entitled to come here and just saw.	
<b>M</b>	For example, today I have come, and I have seen a sign, in the door, about, Christmas something, that's of course about the community, isn't it?	
<b>A</b>	Yes. Actually is the university; is a student, society, who do things for, other students and for the children. We are inviting them to come to some; doing, at the university, for Christmas.	
<b>M</b>	okay; okay	
<b>A</b>	so we cooperate with the university too.	
<b>M</b>	Okay; that's interesting	
<b>A</b>	Yes haha	
<b>M</b>	yeah haha	
<b>A</b>	If you see we can have some give and take and some positive, things with others, we, we do it.	
<b>M</b>	<b>and we have previously talked about the activities you make here, but where do they come from? Do you follow a special methodology?</b>	
<b>V</b>	No. It comes from the children.	<b>3</b>
<b>M</b>	okay	
<b>V</b>	I tell them “okay, how can we do that?, what do you want?” the children know. I talk with them. So, often if the children plays or something like that “okay, how is everything going here?” “oh, I think we need maybe a hat or something” ”okay, I'll go and fix it!”.	
<b>M</b>	but you don't follow anything, like for example Reggio Emilia, or Waldorf pedagogy, Montessori?	
<b>V</b>	No, no, no, but I get a kind of, with Reggio Emilia. Some of the factors	
<b>M</b>	Okay, because I have seen a lot of thing in common	
<b>V</b>	yes, some of the factors there, but Norwegian kindergartens have a strong connection to Regio Emilia, many Norwegian kindergartens have it. I wouldn't say I follow it, but I have maybe some elements. But I believe, if a child is safe, if a child just have the right attitude, and the right, if I can be a motibation for the children.	
<b>M</b>	Okay, so you follow something about Reggio Emilia, but finally, the child is the important thing, and you do your methodology according to the interest of that child.	
<b>V</b>	Yeah, yeah, but of course, I can maybe trick the children to get into some interest. Now it's Christmas time and I can just maybe when we are sitting in the table, talking, and I just say “what is Christmas?, where does Christmas come from?” just to get them started, just to be a guide and stay there. And maybe they can play, and if I can find the right things to do, you understand what I am saying; I can ask them questions or be some kind of leader but just if they want to.	
<b>M</b>	and what do you do for example if a group of children don't like and the other's like that topic?	
<b>V</b>	Maybe we can split them up, and maybe I can say to them. I think of two possibilities, and	

	<p>maybe three. Either one, I can do nothing, I can say, “okay, we won't do that” or I can mix them up or I can say to the children that doesn't want to do it “I understand that you doesn't want to do this, but we have to do it, because” and then I can say “because it's important to you to learn that to go to school” you just have to explain the children why. Because I think that that is the problem of many children, that they don't know why things are and thing aren't. They just need explanation and it's like, I said to you before. It's okay to be sad, happy, everything it's okay, but they have to learn how to control it.</p>
<b>M</b>	<p>yeah that is why for example you say stop sometimes when they are crying.</p>
<b>V</b>	<p>Before I said the name of the child, but one day, I thought to myself, “Oh my god, I have said the same name of the child, maybe twenty times, and I have been outside, for like twenty minutes”. So, that is the reason why I say stop. It's because I doesn't want to hang the children out. Okay he is a trouble. You say stop, and then everybody listens. Because if I say “Maria, Maria, MARIA!!”</p>
<b>M</b>	<p>Yeah, every children</p>
<b>V</b>	<p>Every children. Some years ago there was a child, he quit kindergarten. Even a month after he had a quit, the children said “oh he did it”. And the child wasn't. He was a trouble maker, because I have said “nnnnn” all the time so, that is why I use stop. Because it's an easy way to just stop. And the reason I use stop, when they are crying, because they are learning, and as I get to know the children I see when it's just cry for the cry, or it's cry because they are hurt or something. I motivate the children to talk, even if they are sad “okay, I see that you are sad, just don't cry and tell me what it is.” And if it is a reason to cry, I say: “okay, if you want to cry it's okay. If you don't want to cry. But I want you to tell me why”. Do you understand?</p>
<b>M</b>	<p>yes</p>
<b>V</b>	<p>I get sad too, I cry too, but I tell other people why I cry. I think that's a good method for children to get to know their feelings.</p>
<b>M</b>	<p>And how do you set up your aims? Anniken has told me that you have just an aim, one aim, per term or per semester and you try to fulfil it.</p>
<b>V</b>	<p>Yeah</p>
<b>M</b>	<p>how do you set up that aim?</p>
<b>V</b>	<p>First of all we talk, what do I think of that aim, what do Wenche think, what do Anniken think and then we decide how we will do it. Do we do it every day? Do we do it in different olds? Then we can have, I don't know, we can say “Every child needs to be safe”, just to have an example. How do we reach that goal? How do we reach it for every child? And maybe we need to have some activities.</p>
<b>M</b>	<p>So it's an aim, but each children has their aim.</p>
<b>V</b>	<p>Yeah, yeah, yeah, all we have it, but at the same time we are thinking about each children and the group in a whole. If I think of a, it's just an example, “Every child need to learn how the salmon looks inside” and I can say to Anniken “how do we do that? In every day situation? How do we do it?in a months time?</p>
<b>M</b>	<p>so, you prepare a lot</p>

<b>V</b>	yeah, but at the same time you doesn't want to get too stuck with preparation. Because if you prepare too much, you get too locked.
<b>M</b>	you don't change, you have to be open to change
<b>V</b>	yeah open to change, and I haven't met one plan that has gone 100% right. Because I always have to change many because the kids say, "oh, it's like that" and you "okay, oh, it's like that" and you have to be always on catch of what the children say. But at the same time you doesn't want to loose your main goal. If you want to talk about, let's say, how the salmon looks inside, you have to stay inside that reach, but sometimes it works, and sometimes it doesn't work. Like on Monday I want to tell the children what is Christmas, and why do we celebrate, but at the same time I know there is 56 children I need to tell it to, at the same time, how do I do that?
<b>M</b>	and maybe deal with different religions.
<b>V</b>	Yes, there are so many factors you have to think about. Maybe I use, I have like a couple of songs, and maybe I go around the kindergarten and ask them "what do you think?" maybe that's one method, should I talk to everybody at the same time? There are so many different factors you have to think about.
<b>M</b>	okay, and how long are the projects? For example the traffic was one week.
<b>V</b>	The traffic was one week, and it was my responsibility. We can be for one day to a lot of months, if you want.
<b>M</b>	So you are going to start with Christmas now, and you can stay with Christmas until summer for example?
<b>V</b>	I want to say yes, because we can talk about Christmas, but at the same time we have so much other projects we want to do, like Eastern, and maybe we have like a ski project or something. So, at the same time I want to say yes, but I know the answer is no.
<b>M</b>	hahaha
<b>V</b>	but you understand what I'm saying, you can choose. The traffic week, the children still talking about it.
<b>M</b>	And when do you say that it's finished?
<b>V</b>	I doesn't say it's finished,
<b>M</b>	For me it's very difficult to say stop if children are motivated.
<b>V</b>	That's the problem with me too. Sometimes I can't say to the children "oh, we need to stop". I mean, it really breaks my heart, because that is what they are really interested. But sometimes we have to say "oh, it's time, we have finished with this". It's kind of how do you reach method to work. If you know what I mean. But I don't know, we have like certain subjects and projects we have to go through, during the year.
<b>M</b>	Maybe you can mix, no?
<b>V</b>	Yeah, this year, we said that we are not going to have so many projects. We want to expand if they want to play a little more with, let's say traffic, we are going to do that. And you see, they are still playing outside, you see they are playing traffic games.
<b>M</b>	do you think that they come from somewhere as any pedagogy, methodology or you just invent? How do you set up their aims? Do you follow any current like for example, Maria Montessori

	or Reggio Emilia?	
<b>W</b>	No, we don't do that. I think we just use our experience during the year and years, because we also take the trips once or twice a week, and that's	
<b>M</b>	your methodology	
<b>W</b>	Yes	
<b>M</b>	you haven't picked up from anywhere	
<b>W</b>	No, no, I think that's something for all the kindergartens	
<b>M</b>	here in Norway.	
<b>W</b>	Yes, I think, yeah	
<b>M</b>	How do you set up their aims? It's something besides the interest of the children? Maybe a methodology, or I don't know, Reggio Emilia, Waldorf pedagogy?	
<b>A</b>	Yes, but in Norway, things have changed. It's trendy, you don't understand?	
<b>M</b>	trendy? Yeah, yeah.	
<b>A</b>	Yeah, so things have changed over the time, how we work with the children.	
<b>M</b>	And now, how is the; where do you get the inspiration? Haha	
<b>A</b>	haha I have been working so long, so I'm almost back to; haha back to the old days, sometimes, and that's because I am very; I think it's very important that the children are developing, socially; and I see that they needed today, because, the society demands a lot of children, and young people today. So, then is back to being polite; being kind to, one and each other, so this is important, and this is not new. This is	
<b>M</b>	yeah	
<b>A</b>	to respect the other. I think is important today. But also I would like to, to teach the children about, mathematics, culture, art; fairy tales; painting. Or outside, go for walks, walks; in the woods,so I'll do a little bit of everything every year, and some, next year, I maybe change some of the subjects.	
<b>M</b>	okay	
<b>M</b>	<b>And how do you do the evaluation of the children? / And how is the evaluation, how do you make it?</b>	
<b>V</b>	We have like our own, is called <i>sjema</i> , it's a kind of a circular, where you note out different, like the child can say r, t, b, or the child can't say it. But is just one way. I talk to Anniken how this child is during his age. We know certain facts about 2, 3, 4 and 5 years old, how, where are those limits to that age?. If you know what I mean, I can expect, this, from a two-year old, thisfrom a three year old. But of course, there are grades and limits. Some children are very fast developed, and some children are very slow. But when it reaches a critical point is when we start to talk if it's normal or unnormal.	<b>3</b>
<b>M</b>	Maybe for example with five years old	
<b>V</b>	Maybe he is five years old and can't talk, maybe we need some help and some guide for this child, just an example.	
<b>M</b>	So, the evaluation is quite general.	
<b>V</b>	Yeah, but at the same time we have a lot of books and we have a lot of experience, people that	

	can, that have experience with children, so they know when there is need to be someone in, when the bell rings, if we can say like that.	
<b>W</b>	Communication, we talk and we find out, what worked, what didn't work, how to make changes for next time, to make the trip as good as possible for the kids.	
<b>A</b>	We talk; everyday with the parents, almost; we have a good contact with the parents; I think that it's important.	
<b>M</b>	yeah, very important.	
<b>A</b>	And so we have meetings with the parents, that we can evaluate. And so we have, further, people I work with; we talk together, we have meetings, and we write down; what we have been doing, and if has been good or bad, or what we would change, or what we would do next. So we have, some days, during the year, we have some days without children, and we have meetings; and talk about how things are going, and what to do next.	
<b>M</b>	<b>And how do parents get that feedback?</b>	
<b>M</b>	You have told me that speaking, but do you have any written document?	<b>2</b>
<b>V</b>	We have like an evaluation paper, that they sign every year if they want to. So they can say what do they think.	
<b>M</b>	so, it's per year.	
<b>V</b>	Yeah, it's per year, but, of course, if there is any trouble, we can just Irene to come down, if there is any questions. More if they are like informative questions, I think.	
<b>M</b>	And everyday I suppose that you tell them	
<b>V</b>	yeah, yeah. Of course. But it's a process, we are always in a process. We can't go around remembering the time when, so I just, okay we have to ask Irene, or just it stands on the web-page. But in the same time I need to say it in a good way.	
<b>M</b>	Through communication?	
<b>W</b>	Yes, we do.	
<b>M</b>	everyday communication?	
<b>W</b>	As much as we can do, yes. We talk to each parent when they came to the children	
<b>M</b>	You have told me, that you speak to them, but is there any written, document?	
<b>A</b>	Yes, I gave you a formula.	
<b>M</b>	yeah haha	
<b>A</b>	We have some written down; but, we talk a lot, also.	
<b>M</b>	But is not the main important. The main important, is the daily talk, no?	
<b>A</b>	This is a choice we have made, from all the years I have been working, that this functions best, the talk to the parents, everyday. They, tell us that, they are; happy with the	
<b>M</b>	with this system	
<b>A</b>	yes. So, sometimes this isn't that important, because they feel that have got, enough talking, in daily basis. But I think, then we have, succeeded. And they can, we can have a meeting whenever they feel it. Then, we just make time for it; so they don't have to wait to, spring time, when something is important we do it.	
<b>M</b>	and correct it in the moment	



<b>A</b>	we do it, as quick as we can; yes.	
<b>M</b>	<b>And regarding the bad behaviour of the children, do you shout or send them out? What kind of role do you take with their behaviour? / And regarding punishment, how do you manage children's bad behaviour? Do you shout or send them out, or what kind of things do you do?</b>	
<b>V</b>	I said it before, the children need to be safe. They need guidance, and we need to be their guidance, good guidance for them. I said it before, the children need to know how the feelings work, we need to tell them what's okay and what is not okay. If you say I need to be strict, to tell the this is okay, this is not okay, and why. I don't need to be hash or evil, if you can say; but I need to tell them "this is not okay because..." and I need to tell them because and why it is not okay.	<b>3</b>
<b>M</b>	And does it work? Speaking, just speaking works?	
<b>V</b>	Yes. But at the same time, that is the funny thing with children, they always push on the lines.	
<b>M</b>	yes	
<b>V</b>	always, no matter how many times you say things, they always push on the lines. You have to be the adult with responsibility and say, that is okay, that is not okay. I think; but is hard work sometimes. It is so hard, when there are maybe ten children going this direction and doing something to each other. But it gives me a lot to see when it works.	
<b>W</b>	We don't punish the children, we believe in like talking to them.	
<b>M</b>	And do you think that that it's okay? It functions?	
<b>W</b>	Yes, of course. Some kids use longer time to understand, but in Norway it's by law not allowed to punish children.	
<b>M</b>	No, in Spain neither	
<b>W</b>	haha so we don't	
<b>M</b>	but maybe "now you can't play", it's like a punishment. It's not to hit them, but it's a punishment: "now you can't play", or "now you have to be out"	
<b>W</b>	I think it might be wrong to use the word punishment, is more like a consequence. Because if they get two or three chances, and they can't use it, then you have to maybe take the children out of the situation for like five minutes or ten minutes.	
<b>M</b>	but you stay with the child,	
<b>W</b>	Yes, yes.	
<b>M</b>	you don't leave the child alone.	
<b>W</b>	No, no. I stay with the child, he mustn't feel like he is left alone. I think it's very important, just hold his hands, or his leg. And if he is hysterical when I talk to him, maybe I need to move out of the situation me too. And then, move in, once again. But is very different, because the children are so different.	
<b>M</b>	And don't you think that it's sometimes difficult for the children to go in again?	
<b>W</b>	Then, me as an adult, must go with him and back him up.	
<b>M</b>	So, you think that it's secure when you came him, because otherwise he won't came alone.	
<b>W</b>	It depends on the kid. Maybe many children actually can do it, if they have the chance. But I	

	need be in the side, I don't need to say anything, just be there, with him; and back him up in the situation.	
<b>A</b>	I believe, and we practice here, that we are talking to the children. And sometimes we can do it on the room; other times, to not put pressure on one child, we take it outside, and talk in private, to respect the child; and when we have made an understanding with the child, go back; we always go back. I don't believe that the child should come back by itself, it's too difficult, and it can be difficult for an adult too, if somebody has been angry with you. So, but we try to speak calmly and make an understanding with the child that this wasn't a good idea to behave like that. And then we are back again.	
<b>M</b>	and do you think that it's okay that? That it functions?	
<b>A</b>	Yes, because the response we get from the child afterwards, is appreciating, the method. They come to you and want to be close to you, and show that, they can behave. So I think that's working very well.	
<b>M</b>	<b>Okay and to sum up, what do children learn in this kindergarten?</b>	
<b>V</b>	I think they learn how to be themselves and right attitude and moral towards each other and society and don't loose themselves, when they are on the road to life, or adolescence we can say hahaha I think that's, and at the same time, prepare them to school and prepare them to be a good person of themselves.	<b>3</b>
<b>W</b>	They learn to, I think they learn to, I know it in Norwegian, to be social competent,	
<b>M</b>	yeah, to be with each other.	
<b>W</b>	Yes, to make new friendship, new relations,	
<b>M</b>	also with adults, you mean.	
<b>W</b>	Yes, and with kids. I think that's	
<b>M</b>	the main	
<b>W</b>	yes, I think to learn how to	
<b>M</b>	to behave	
<b>W</b>	to behave in different situations, because when you play with cars you have one role; and when you are drawing, you have a different role; and when you are outside playing football, you have another. And they learn how to change. That's important, I think.	
<b>A</b>	I think they learn a lot haha	
<b>M</b>	haha	
<b>A</b>	and we use a lot of observation too, and that's the way to find out; what they have learned. And the talking, as I told you before, we are talking a lot to the children, and then we can answer questions about, special subjects, and we get the right answer back. And we see, we follow the development from each child; like, the language, what they are doing; and we, know that it's okay. Or if we find some problems, then we have to work with it; so we work with some child, children, alone.	
<b>M</b>	you have specific	
<b>A</b>	Yes, we do that when it's needed.	
<b>M</b>	<b>(So/and to finish with, in my opinion the main goal of your job), do children enjoy in your</b>	

	<b>kindergarten? Do they come happy to school?</b>	
<b>V</b>	Yes I really hope so. Yes I think so, yeah.	<b>3</b>
<b>M</b>	yes, I think	
<b>V</b>	One of the best things, after so many years in the kindergarten, when I meet children that I have had, or they even come home to me, with flowers. I have one parent that come each Christmas with flowers and say, thank you for the job you are doing and did with my child. I didn't see then, why you were so strict, but I see now, that you only wanted good.	
<b>M</b>	because a lot of children spend here more time than with their parents	
<b>V</b>	yeah, yes, oh, maybe all	
<b>M</b>	all of them haha	
<b>V</b>	yeah, all of the day we have, so, but I believe we are doing, I am doing	
<b>M</b>	I have seen some kids crying here, because they didn't want to go home	
<b>V</b>	Oh, that's normal haha Yeah, can you believe it?	
<b>M</b>	haha, they are playing with their friends, it's normal.	
<b>V</b>	Yeah, like I said, it gives me so much to see. They come to me and say “do you remember when I said that?” And I can tell them stories, I get personal to, I can tell them “oh, yesterday I was doing that and that” if I give a little of me, they will give a little of them.	
<b>W</b>	I think so, I think so	
<b>M</b>	yes	
<b>W</b>	yes, I think so. We try to, to live them up, and make them strong and self-confident. Because I think it's important when you meet school. Because that might be scary.	
<b>M</b>	Yes	
<b>W</b>	And I also believe in caring for the children, give them a hug. Yes that's a cosy	
<b>M</b>	so, you believe in being in contact with the children.	
<b>W</b>	Yes	
<b>M</b>	to give them love, you mean	
<b>W</b>	yes. I think that's important too.	
<b>M</b>	yes of course, thank you very much.	
<b>A</b>	Yes, I think so because	
<b>M</b>	yeah, me too.	
<b>A</b>	Because the parents are telling, that they want to go to the kindergarten, also on Saturday and Sunday haha	
<b>M</b>	haha	
<b>A</b>	Early up I want to go to the kindergarten; and sometimes, when they are leaving the kindergarten, they are crying, they don't want to leave.	
<b>M</b>	yeah, I have seen that; really	
<b>A</b>	But sometimes children maybe, I don't like the kindergarten today, but next day it's okay. So, they are human.	
<b>M</b>	yeah	
<b>A</b>	yes	

<b>M</b>	so, thank you very much	
<b>A</b>	you're welcome.	

### 3. Eranskina. Proposamena

Errepikatu beharrekoa da jarraian agertzen den planteamendua beste eskola batean aplikatu nahi izanez gero, denboralizazioak, proiektuen gaiak, esku-hartze motek, etab.-ek haurren interes eta momentuko beharren arabera izan beharko litzatekela. Behin hori argi izanda, hona hemen Norvegiako eredua hartuta, EAEko eskola bateko lau urteko gela jakin baterako espresuki diseinatutako proposamen metodologikoa.

#### ➤ Arrainen proiektua

##### 1. Saioa: “Arrainak ezagutzen ditugu”

- Arrainaren asmakizuna:



1. irudia. Eskandinabiako eskolako haurrak hezitzailearekin korroan (2014)

*Igeri egiten dut,  
glup-glup, glup-glup,  
baina ez naiz kirolaria.  
Hankarik ez daukat,  
glup-glup, glup-glup,  
eta ez naiz sirenatxoa.  
Zer da? Zer da?  
A-z hasten den animalia*



2. irudia. Sokrates taldeko pedagogo eta laguntzailea mailetaren jarduera aurrera eramaten (2014)

- Maleta batean, gelan dauden animalien irudi guztiak hartu: panpinak, pelutxeak, platerrak, ipuinak, marrazkiak, etab. sartu. Pixkanaka, ateratzen joan, haurren laguntzarekin eta sailkatu, arrainak ez direnak baztertuz. Horretarako, arrainen ohiko ezaugarriei

erreparatu beharko diete, besteak beste,

uretan bizitzea, edo bi begi, ezkatak, hegalak, beso eta hankarik ez edukitzea.



3. irudia. Arrain mota ezberdinak ohial urdinaren gainean (2014)

- Oihal urdin bat lurrean jarri eta arrain guzti horiekin bertan jolastu.

2. saioa: “Arrainekin jolasean”



4. irudia. Norvegiako eskolako haurrak hezitzaile eta gurasoekin mahai jokoetara jolasten (2014)

5. irudia. Norvegiako haur eskolako hiru eta lau urteko haurrak “arrantza” mahai jokora jolasten (2014)

A) Arrainen mahai-jolasak:

- Bikoteak (6 bikote)
- Dominoa
- Arrantza

B) Kanpoaldean egiteko jolasak

- Twister
- Rayuela



6. irudia. Eskola nordikoko lau, bost eta sei urteko haurrak Rayuelara jolastokian jolasten (2014)

c) Jolas kooperatiboak:

- Jolasaren izena: *Arrain-irlak*

○ Materiala:

- Kartulinaz egindako lau figura handi (arrainak)
- Musika (plasti plasta, boga-boga, itsasoa, etab.)

○ Arrainak lurrean jarri, musika ipini eta umeak saltoka ibilli daitezela gelan zehar. Musikia gelditzen denian, ume guztiak saiatu bihar dira hanketako bat jarrain-irla batean. Musikak jotzen duen bakoitzean arrain bat kendu behar da, ume danak arrain bakarrean sartzen saiatu arte.

- Jolasaren izena: *Korapiloak*

○ Materiala:

- Musika

○ Jolasaren helburua bikoteak egitea da. Irakasleak jarraibideak emango ditu, eta haurrek jarraibideak jarraituz, elkartu behar dira; hala nora: elkartu zure ukondoak beste baten ukonduekin; eta belaunak, orkatillak, belarriak, lepoak, zilborrak... Gure gorputzeko propioak ez diren atalak ere esan ditzake: ezkatak, hegalak...

(Ondoren, jolasa zailagoa izateko, aurreko loturak mantenduz, beste atal bat

ikutu dezakete)

- Jolasaren izena: *Arraintxo*
  - Materiala:
    - Baloia (arraina)
    - Oihal urdina
  - Partaidiak manta baten inguruan jarriko dira eta arrainari (baloitari) bati oihalaren gainean salto eragiten saiatuko dira. Ondoren, oihalari, pilotaren neurriko zuloa egin, eta guztien artean, bertatik sartzen saiatu azpian, saski modukoren bat jarritz eta saskiratzen saiatuz (arrantzatuz).

### 3. saioa: “Gure ozeanoa eraikiz”



7. irudia. Sokrates taldeak egindako murala (2014)

8. eta 9. irudiak. Arrainak egiteko aukera posiblea (2015)

Mural erraldoia egiteko, haur bakoitzak arraintxo bat egingo du. Arrain bakoitzak, haurraren argazkia, izena eta urteak eramango ditu.

- Materialak:
  - Norbere argazkia
  - Artaziak
  - Zelo
  - Kartulina txikiak (haur bakoitzeko bana)
  - Plater borobilak (forma kalkatzeko)
  - Apaintzeko: gometsak, zerak, Errotulkiak..

Ozeanoa egiteko, irakasleak erdi eginda ekarriko du eta haurren krazioekin batera

bukatuko dute:

- Materialak:
  - Paper marroia
  - Artazia
  - Zelo
  - Apaintzeko: tenperak, aluminiozko papera, zetazko papera (algak egiteko) sareak...

#### 4. saioa: “Blai-blai” (urarekin esperimentatzen)



10. irudia. Haurrak Norvegiako eskolako igerilekuan urarekin esperimentatzen (2014)

Lau txoko egingo dira, eta txoko bakoitzean esperimentu bat egingo da:

##### 1.txokoa:

- Materialak:
  - ura
  - 2 ontzi
  - gatza
  - azukrea

Lehenik eta behin, haurrek ontzi batean nahastuko dute ura eta gatza. Bestean, berriz, ura eta azukrea. Haurrek arrainak zein lekutan bizi diren igarri beharko dute, nahasketak dastatu barik.

Ondoren hipotesiak argituko dituzte nahasketak dastatuz.

##### 2. txokoa:

- Materialak:
  - Ura
  - Ontzia
  - Arrautz egosia

Lehenik eta behin haurrek gertatuko dena imaginatu beharko dute eta fitxa bete. Ondoren, haurrek arrautza ontzian sartu beharko dute eta emaitza egiaztatu.

##### 3. txokoa:

- Materialak:



- Ura
- Ontzia
- Olioa

Lehenik eta behin haurrek gertatuko dena imaginatu beharko dute eta fitxa bete. Ondoren, haurrek olioa ontzian isuri beharko dute eta emaitza egiaztatu.



11. irudia. Haur eskolako lau urteko haurra urarekin igerilekuan esperimentatzen (2014)

#### 4. Txokoa:

- Materialak:
  - ura
  - ontzi ezberdinak

Haurrak urarekin jolasean ibiliko dira, kantitateak, ontziaren arabera neurtuz.

#### 5. saioa: “Liburutegira goaz”



12. irudia. Norvegiako eskolako liburutegia (2014)

Liburutegira joango gara, liburuen artean begiratu, arrainak agertzen direnak aukeratu eta horietako bat irakurri.

- Lionni, L. (2007). *Igeritz*. Madril: S.L. Kalandraka.
- Van Hout, M. (2011). *Pozik*. Donostia: Tarttalo.

#### 6. saioa: “Ongi etorri gure artera”

Gelara ardura berri bat etorriko da: Arraina.

- Lehenik eta behin, bizilekuaz hitz egingo dute. Hainbat ontziren artean, arrainarentzeat egokiena dena hautatuko dute.



13. irudia. Norvegiako haur eskolako akuarioa (2014).

- Ondoren, elikaduraz arituko dira. Guztien artean, irakaslea moderatzailea izanik, antolatu beharko dira: zenbat alditan janaria eman, noiz, nork, etab.
- Azkenik, izen bat jarriko diote guztien artean proposamenak eginez, eta gustokoena aukeratuz.
  - Jarduera honetarako, arrainen munduarekin lotura estua duen pertsona bat etorriko da gelara: arrain zale bat (ikasle ohia edo gurasoa), biologiako irakaslea...eta haurrei gomendioak emango dizkie eta antolaketan lagundu.

### **Beste proiektu posible batzuk:**

- **Udaberriko proiektua**
  - ◆ *1.saioa:* Udaberriaz korroan hitz egin eta Norvegiako ipuina (*Brukkenne bruse*) txontxongiloekin kontatu.
  - ◆ *2.saioa:* Egun osoko txangoa: Goizean, fruta dendara (Mazedoniaren festa egiteko). Arratsaldean: zentzumenen jolasa parkean.
  - ◆ *3.saioa:* Mazedoniaren festa.
- **Musikaren proiektua**
  - ◆ *1.saioa:* DBHko txirula kontzertua ikusi.
  - ◆ *2.saioa:* Kotidiafonoak sortu.
  - ◆ *3.saioa:* Kontzertua egin.
- **Trafikoaren proiektua**
  - ◆ *1. saioa:* Auzoan aurki daitezkeen seinaleen argazkiak ikusi eta guztien artean, euren esanahia lortu.
  - ◆ *2.saioa:* Role playing eskolako patioan.
  - ◆ *3.saioa:* Erreflektanteen esperimntua (erreflektateen funtzioa ikusteko).
  - ◆ *4.saioa:* Ikasitako seinale guztiak auzoko kaleetan bilatu eta horien funtzioa zuzenean ikusi.

### **Denboralizazioa:**

Hona hemen proposamena EAeko lau urteko tade jakin horretan aplikatzeko kronograma:

HILABETEA	ASTEAREN EGUNAK						
	ASTELEHENA	ASTEARTEA	ASTEAZKENA	OSTEGUNA	OSTIRALA	LARUNBATA	IGANDEA
OTSAILA	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	
MARTXOA							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					
APIRILA			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			
	JAIEGUNAK						
	EGUN BEREZIAK						
	ESKOLAK ANTOLATUTAKO IRTEERAK						
	NORVEGIAKO HEZKUNTZA PRAKTIKAK (14:00-15:00)						
	NORVEGIAKO HEZKUNTZA PRAKTIKAK (EGUN OSOA: 9:30-16:00)						

#### 4. Eranskina. Gurasoentzako ebaluazio idatzia

### Foreldresamtale [REDACTED] barnehage

Samtale mellom .....og .....

Dato .....

Tidsramme 30 minutter.

Vi ønsker denne foreldre samtalen slik at vårt samarbeid i størst mulig grad bidrar til at ditt/deres barn får en så trygg og utviklende tid som mulig i barnehagen. For at vi skal få det til på en best mulig måte, er det avgjørende at vi og dere foreldre har en åpen dialog.

#### Tilbake melding fra foreldre i forhold til barnet

- Informasjon om barnets liv utenfor barnehagen

- Er det spesielle ting i forhold til trivsel og utvikling dere ønsker å ta opp?

#### Tilbake melding fra barnehagen i forhold til barnet

- Beskrivelse av barnets hverdag i barnehagen

- Språkutvikling
- Motorisk utvikling
- Sosial utvikling
- Trafikk

**Mål ut jobber mot i kommende periode**

**Ting som går på service, kommunikasjon og samarbeid**

- Hvordan opplever dere at barnehagen er fleksibel, holder avtaler og yter service i forhold til egne behov?
- Hvordan opplever barnehagen at foreldrene holder avtaler, informerer og engasjerer seg i barnehagen?
- Hvordan sikrer dere barna i bilen ved kjøring til og fra barnehagen?

Dato.....

Dato .....

Underskrift

Underskrift