



Manual, Mobility visit: Sandnes, Norway, march 2022

Sandvedhaugen Barnehage

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Sandvedhaugen preschool is located in Sandnes, about 2,5km outside Sandnes city. In our preschool, we have 6 buildings with 2-3 departments in each building:

Knotten	0-3 year with 9 children:	3 staff
Myggen	0-3 year with 12 children:	4 staff
Humlå	0-3 year with 9 children:	3 staff
Biå	0-3 year with 12 children:	4 staff
Dalsnuten	3-6 year with 24 children:	4 staff
Gresshoppen	0-3 year with 9 children:	3 staff
Skruketrollet	0-3 year with 12 children:	4staff
Lifjell	3-6 year with 18 children:	3 staff
Edderkoppen	0-3 year with 9 children:	3 staff
Sneglen	3-6 year with 18 children:	3 staff
Storaberget	3-6 year with 18 children:	3 staff
Sommerfuglen	0-3 year with 9 children:	3 staff
Larven	3-6 year with 18 children:	3 staff
Ragnhildsnuten	3-6 year with 18 children:	3 staff
Mauren	0-3 year with 9 children:	3 staff
Billå	0-3 year with 12 children:	4staff
Vedafjell	3-6 year with 24 children:	4 staff



We have 1-2 preschool teachers in every department. Opening hours: 07.15-16.45. The children have a maximum time of 9 hours. The law regulates the number of staff. For children 0-3 years we have to be 1 staff for every 3 children, for the children 3-6 years we have to be 1 staff for every 6 children.

The content of practice is based on our curriculum and our own plan with our main goals, who is set from the curriculum. The curriculum's purpose and content:

- Preschool shall meet the children's need for care
- Preschool shall meet the children's need for play
- Preschool shall promote formative development
- Preschool shall promote learning
- Preschool shall promote friendship and community
- Preschool shall promote communication and language
- Sami preschools
- Other preschools with Sami children
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Learning areas within the curriculum

- Communication, language and text
- Body, movement, food and health
- Art, culture and creativity
- Nature, environment and technology
- Quantities, spaces and shapes
- Ethics, religion and philosophy
- Local community and society

We are focusing on inclusive practice, language and the quality in the adults' role. Sandvedhaugen have many children with a minority language background, and children with minority language background who received special education assistance. Several of the children who receive this have few hours of assistance. There is a need to try out new ways of working with this. Through this project, our goal is to manage to meet the children's needs through the general education offer.

The main points we work with now is:

- Give the children good help, early
- Increase the staffs competence in multilingual children
- Increase understanding of children's difficulties on context
- The staff continues to increase competence within their pedagogical practice
- See our general pedagogy in connection with special pedagogy
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Methods we are using in this work is for example dialogic reading, using symbols as alternative and supplementary communication



Short visit

Reflections indoor and outdoor

Indoor:

- The cooperation between the biggest and the smallest kids. For example when they need to put their clothes on.
- How all the storage are at the kids alture
- The autonomy they have all the time: at lunchtime, when they come into the class and they need to take out their clothes, wash their hands...
- The minimalism you can appreciate in all the furniture
- The classes arrangement have a pedagogical sense
- There isn't technology
- The classes make you feel at home: there are couches, rugs...
- Food is made by teachers

Outdoor:

- Different levels of ground in the playground.
- All the games and corners are made with natural materials.
- There is a zone to plant trees and vegetables.
- Kids can choose where they want to be: inside or outside. But they need to be with their group.
- The group should always be together. If they want to move to another part of the playground, they need to move together. And when kids decide which is going to be this new place, the teachers check in a list that everybody is there.
- The kids and their teachers don't get mixed with other groups.
- They eat outside on picnic tables.

Reflections about the department at the preschool and their work

- Work in small groups make the education be focus on each kid needs
- Teachers always speak quietly so there is always a calm atmosphere
- They always respect the kids' rhythm. That's easy because they have a low ratio and facilitate the calm atmosphere so they can do all the activities with no pressure: if the kids want to eat early, they do it; if some kids want to take the nap and the other one prefer to play a little bit more, they allow them to do it.
- With the biggest kids seems to be a little different. Because they need to be trained to go to Primary schools, that is why they need to do formal activities one morning per week. They do the same activity at the same time so it is so frustrating to some kids because they aren't prepared. There we can appreciate the traditional meaning for teaching.
- Teachers are present all the time at the kids game. They don't speak to each other, they play with the kids.
- Adult don't manage the play, they only stay the for facilitate it
- If there are siblings in the school they will stay together in the same class or building.
- Teachers from the same class work together to programme and evaluate the activities. But they don't work with the teachers from other buildings. It seems that there are 6 different kindergartens.



Questions to bring with you for the job shadowing day one

- There are separate playgrounds, do they change the playground? Are the kids allowed to move along or do they need to go with their group?

Job shadowing/reflective journal day one

Anything specific you have seen that you will bring back home or compared (with your setting) during this day?

- The different levels on the playground
- The calm atmosphere
- The autonomy at lunch time: kids serve their own food, they clean up their dishes, cutlery...
- Have more nature inside the class

Describe is it anything (job shadowing) you have been more aware of after the visiting practice?

After the visit I have been more aware of how the teachers validate the kids' thoughts, desires and needs. They always ask them before they do something because the adults treat the kids as they are the future civitiens of the world. For example: do you want me to help you to put your hat on? Do you want me to help you to blow your nose?

Also it is so interesting how the relationships between the adult and the kid during the play time is so different from the spanish education. At the beginning you used to compared how you see to our own practice and, after that, you try to think how you can bring this practice to your own reality.

Questions to bring to Focus talk/discussion

- Do the kids stay with the same teachers from all their kindergarten period?
- Do they prepare and do activities with the other departaments?

Job shadowing/reflective journal day two

Anything specific you have seen that you will bring back home or compared (with your setting) during this day?

- Have the snack/lunch at the playground.
- Have posters to teach kids how to be a good friend.
- A timer to let the kids know when the time is going to end because a new activity is going to start.



- Have less technology in the classes.
- Stop taking pictures of the kids all the time.

Describe is it anything (job shadowing) you have been more aware of after the visiting practice?

It is true that in the other visits we made, we spoke about how the kindergarten kids suffer the differences between the kindergarten and the Primary Schools methodology.

But, after this visit I have been more aware about this problem. Because we have been witness to how kids need to be prepared for Primary schools instead of schools getting prepared for the kindergarten kids. And how it is a problem to all the education community because teachers need to train the kids, kids get forced to do activities that they don't want to do or they are not prepared to do and parent are very worry about how their kids are going to face that problem.

Questions to bring to Focus talk/discussion

- How did they prepare the teaching activities?
- How are the relationships between the kids from other groups?
- If kids have a problem on the playground and his/her teachers aren't close to him/her... will she/he be able to ask help from another adult?
- Do the classes have something obligatory in their arrangement? Corners? Games? Decoration?

Reflections during and after Focus talk/discussion 1

Talking about the staff we speak about how Spanish education will change if we include in our teachers team people to help us that don't need to have an official education degree. That will provide us with more adults at the school with less economic cost. The important thing here is that, as the Norwegian law, we should establish a staff profile that will be able to work with kids.

Also we speak about how different is the way we use literature in different countries and how we can mix all our points of view for get profitability of our own practice.



Reflections during and after Focus talk/discussion 2

We speak about the word teaching. How we define it depending on the country we are from and how this word has changed over the years.

Last questions from the mobility visits

What have you learnt from this international experience during the mobility visit?

After this international experience I have learned how enriching is being inside another methodological purpose. How important it is to listen to others' points of views that makes you realise that you can change your own practice by learning different ways of work.

Anything you will bring back /implement in your setting?

- The different levels on the playground
- Have more nature inside the class.
- Have the snack/lunch at the playground.
- A timer to let the kids know when the time is going to end because a new activity is going to start.
- Have less technology in the classes.