

Norway

**Valby Oppvekstsenter**

**(early-development centre and primary school)**

Supplementary Information

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## ATTACHMENTS EXPLANATION

### Attachment 1

#### Results from the National Tests

Valby Primary School has participated in the national tests for the past two years. We were a school with grades/class levels 1 – 4. The school received fifth grade pupils in the 2008-09 school year and sixth grade pupils in 2009-10. As of next year we will be a complete primary school with grades/class levels 1 through 7. The results from the national tests are therefore only from the last two years. Attachment 1 has two excel sheets. In sheet 1 we compare our school's test results with the other schools in the municipality and on a national level for 2009. In sheet 2 we compare our school internally for 2008 and 2009.

### Attachment 2

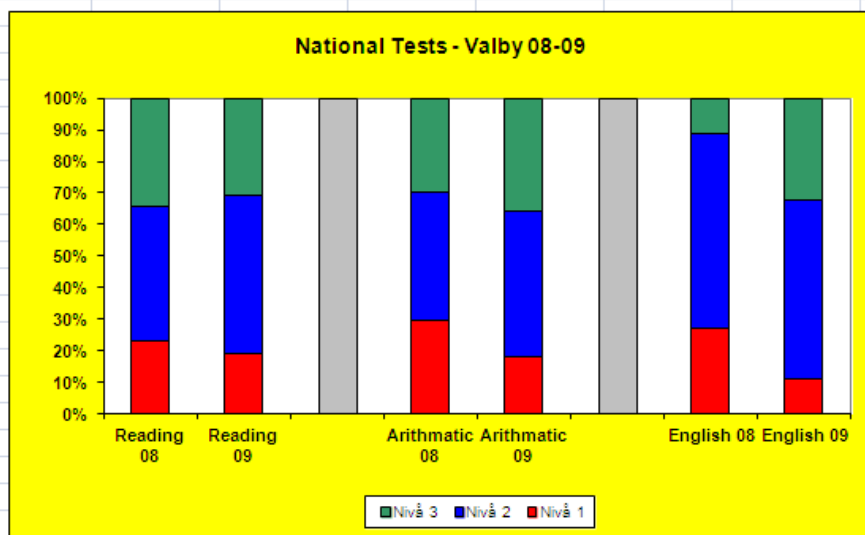
The "Year Wheel" for the interrelationship between the daycare institutions and the schools that participate in the Valby Educational Growth Centre.

### Attachment 3

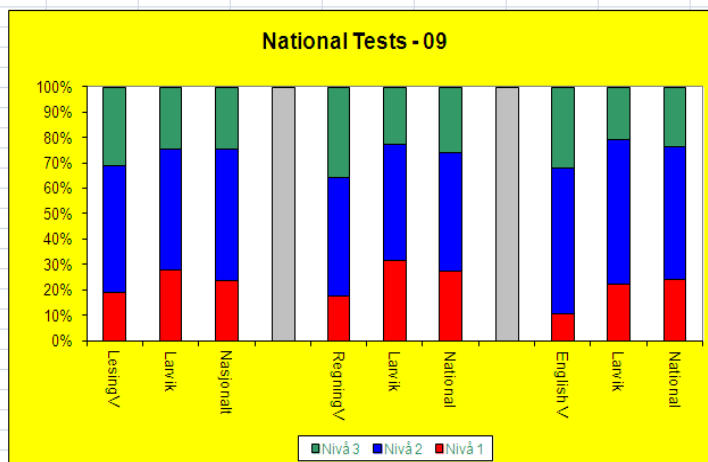
This is a conversation form we use in our so-called triangle conversations described in the Year Wheel. We participated in a project that received *Reform funds* together with schools and daycare institutions in the Municipality of Andebu. This is Valby's conversation form. We have modified it somewhat compared with the old form. Among other changes, we are intent on putting the Resilient Child Theory into action, and we will establish the basis for this work at the Educational Growth Centre. Parent-Teacher-Student triangle conversations will be given a different and somewhat simplified content. There will be less specialist terminology from the National Curriculum and Framework Plan. The themes that seemed to make a difference in the previous conversation form were "Identity as learner", and "Goals for further work".

## ATTACHMENT 1

Reading	Reading 08	Reading 09		Arithmetic 08	Arithmetic 09		English 08	English 09
1	23.1	19.2	0	29.6	17.9	0	26.9	10.7
2	42.3	50	100	40.7	46.4	100	61.5	57.1
3	34.6	30.8	0	29.6	35.7	0	11.5	32.1
	100			99.9	100		99.9	



National	English V	Larvik	National	National
27.4	0	10.7	22.3	23.7
46.9	100	57.1	57.1	51.6
25.7	0	32.1	20.6	22.9
		99.9	100	98.2



ATTACHMENT 2

**THE VALBY EDUCATIONAL GROWTH CENTRE**

THE YEAR WHEEL FOR THE INTERRELATIONSHIP BETWEEN DAYCARE INSTITUTIONS AND SCHOOLS

Month	Activity
August	
September	
October	<ul style="list-style-type: none"><li>• The educational supervisor at the daycare institution that “delivered” this year’s 5-year olds is Project Buddy for first grade</li></ul>
November	<ul style="list-style-type: none"><li>• The educational supervisor at the daycare institution that “delivered” this year’s 5-year olds is Project Buddy in first grade</li></ul>
December	<ul style="list-style-type: none"><li>• Invitation to private daycare institutions in our school district to discuss work on the interrelationship between daycare institution/school</li></ul>
January	<ul style="list-style-type: none"><li>• Meeting; private daycare institutions, the Valby Daycare Centre and Valby Primary School</li></ul>
February	<ul style="list-style-type: none"><li>• Daycare institution and school discuss and elaborate on the foundations for a good relationship between daycare institution and school</li></ul>

<p>March/April</p>	<ul style="list-style-type: none"> <li>● Information about "Together in Growth" and the triangle conversation * in parental meetings at the daycare institution</li> </ul>
<p>May</p>	<ul style="list-style-type: none"> <li>● The coming first grade teacher is Project Buddy at the daycare institution</li> <li>● Parental meeting for new first graders</li> <li>● Visitation day at school</li> </ul>
<p>June</p>	<ul style="list-style-type: none"> <li>● Carry out triangle conversations (Participants: daycare institution– school – SFO – parents/guardians)</li> </ul>

\* The triangle conversation is a conversation between the parents/guardians, the educational supervisor at the daycare institution and the contact teacher for next year's first graders. It also includes the main contact person for the after-school activities department (SFO).

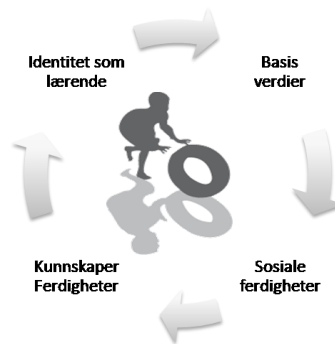
The template for the triangle conversation as it was outlined and carried out in 2009 is attached. The template has been improved for 2010, but the new version is not yet ready.

*Identity as Learner* is the theme given the most attention, which in retrospect we consider has given very important information for the best possible school start for each child.

## ATTACHMENT 3



# Together in Growth Dialogue with parents/guardians



Vision:

The child searches – shares – is the learner

Respect for human worth

Realise him or herself in ways that are positive for  
the child and fellowship

Mastery here-and-now for mastery tomorrow

Mestring her og nå for mestring i morgen

Idea and copyright - Municipality of Andebu, Valby Educational Growth Centre and Dele

## The integrated human being

1.	Area	Comments
A	The searcher for meaning The creative The hard worker The cooperative The environmentally aware The educative	
<b>General education:</b> Specific knowledge about human beings, society and nature that give general understanding and perspective; with competence and maturity to meet life's challenges – practical, social and personal - and with traits and values that help pupils learn cooperation between humans.		

## Knowledge and skills

2.	Area	Comments
A	The final goal of teaching is to stimulate the individual to realise him or herself in ways that are positive for community and fellowship	
B	<b>SUBJECT AREAS FOR THE FRAMEWORK PLAN:</b> Communication, language and text Body, movement and health Art, culture and creativity Ethics, religion and philosophy Local community and society Nature, environment and technical aspects Numbers, space and forms	

C	LEARNING STRATEGIES	
D	KNOWLEDGE PROMOTION Being able to express oneself orally Being able to express oneself in writing Being able to read Numeracy Digital and computer literacy  Subject areas	

### Identity as learner

3.	Area	Comments
A	Trust in one's own ability through feedback about own development	
B	Keep focused	
C	Concentration	
D	Tolerate some resistance	
E	Endure the need to strive	
F	Flexibility	



This is how you do it:

This is a template for dialogue between the municipality's educational personnel and the child's parents/guardians about the child's development. Use curricula and other supportive information where needed. Fill out the comments fields where you are in agreement. If you have differing opinions, write these as well. Cross off for which observational aids or mapping tools are used and what is observed or mapped out. Parents/guardians and the school each keep a copy.

The child's name :

.....

TRAS <input type="checkbox"/> Others <input type="checkbox"/>	Comments
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Goals for further work:

Child's name: .....

Place: ....., ...../..... 20 .....

Parent(s)/Guardian(s): ..... For the municipality .....



Project:

**One head higher than myself**



This pamphlet shows how we work with the school as an organization of learning.

In this project, we have created our own tool for school development called the project buddy tool (Prosjektkameraten). This tool allows us to achieve three of our criteria for ideal results. The buddy project tool and our working methodology help us become a better learning organization. The buddy project helps us focus on each individual teacher's competence in areas of Class leadership, Learning goals and Learning strategies. The idea behind this tool is "better teachers develop better pupils".



**From the school evaluation at Valby School - Week 3 2008**  
**This is the idealised view of what we want to achieve during the duration of the project.**

**THE IDEAL PICTURE OF VALBY SCHOOL**

*Assessment method: Pupil academic learning outcome with a focus on feedback*

<b>Criteria:</b>	<b>Sign of good working practices:</b>
<b>Pupils work toward clearly defined competence aims</b>	<ul style="list-style-type: none"> <li>• Pupils' learning goals are put in writing.</li> <li>• The pupils' learning goals can be measured and assessed.</li> <li>• Parents are familiar with the specific competences their child/pupil work toward</li> <li>• Parents get feedback about a pupil's competence development</li> </ul>
<b>Learning situations are characterised by conversations that inspire and create motivation</b>	<ul style="list-style-type: none"> <li>• Teachers give pupils motivational feedback</li> <li>• Pupils know where they want to go with their learning</li> <li>• Pupils know how to best progress forward</li> <li>• Teacher and the <i>project buddy</i> reflect on motivational feedback given. The school and home discuss the pupil's progress in different competences</li> </ul>
<b>The school works with ICT as a basic skill to be learned at school, every day!</b>	<ul style="list-style-type: none"> <li>• The school has enough ICT equipment to reach its goals for digital literacy</li> <li>• ICT equipment is available and easily accessible for pupils and teachers</li> <li>• School employees get necessary and suitable training in the use of ICT</li> <li>• Teachers experiment in the use of digital feedback</li> <li>• Pupils get systematic and suitable education in the use of ICT</li> <li>• ICT is used in learning many times a week</li> </ul>

<b>The school as an organization of learning</b>	<ul style="list-style-type: none"> <li>• The head teacher participates actively in structured pedagogical discussions</li> <li>• The pedagogical discussions are solution-oriented, being a core value of the school</li> <li>• Teachers discuss and exchange experience about teaching systems, learning strategies, working methods and organising teacher group time</li> <li>• School staff reflect on their own and colleagues' abilities to communicate in group and individually</li> <li>• The school documents pupil competence development</li> <li>• Parents are familiar with the school's vision, its authority and goals</li> <li>• The school arranges things so parents can help pupils reach educational goals set for them</li> </ul>
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## **THE PROJECT BUDDY PROGRAM**

### **A MODEL FOR SCHOOL DEVELOPMENT**

#### **Project buddy program - working methods**

1. The teacher decides what he/she wants guidance in for development/improvement (= the order)
2. The teacher selects the project buddy (= a colleague) and puts in his or her "order"
3. The buddy acts as observer during an agreed teaching session
4. Orderer and buddy discuss the work immediately after the teaching session ends
5. Reflections are shared during STORY HOUR with the rest of the staff

#### **Story hour**

1. The orderer tells his or her story
2. Staff members ask the orderer clarifying and explanatory questions to ensure understanding
3. The staff asks questions for reflection
4. The staff presents things they can learn from
5. Summarisation, and good ideas for "the tool box"

## THE PROJECT BUDDY PROGRAM

Reflections from the staff, 10.02.09

### How does this affect your professional performance?

- it trains my ability to think and reflect
- it is easier to discuss my own challenges
- it raises my awareness about teaching styles
- it raises my awareness about what I am doing, and why
- it sets focus on the unknown, and makes us aware of this
- time for reflection about working practices makes me more aware of possibilities for change
- greater awareness that - from my own point of view - I only see part of the truth
- I am taken seriously when I formulate an order to my colleague
- colleagues can see me with new eyes and acknowledge my work

### What does this do for you as a teacher?

- it trains understanding of concepts/tools that I apply in teaching
- it raises awareness about the big picture – from the position of teacher one often does not see what is happening between individual pupils
- acknowledgement and support for everyday and special situations at work
- it provides acknowledgement at work and many good and useful things to use in "the toolbox"
- I get to know the various aspects of teaching
- it connects theory and practice
- I get new input and ideas
- I get to know more pupils

### What does this do to your relationships with colleagues?

- we use one another as gurus
- we become better acquainted with each other's competences as colleagues – also with those does not work closely with
- a more extensive common platform of ideas and values
- creates openness, transparency and more knowledge
- learning from colleagues about new ways to work
- closer relationships to one another and it becomes easier to utilise one another's experiences and strengths

- I gain insight into who knows what in the separate subjects

Reflections from the staff, 18.08.09

**The project buddy program functions best when:**

- The teacher (orderer) can select his or her project buddy at will
- The orderer selects the focus area
- The order is specific
- Focus is put on realistic/relevant situations from the classroom
- The preliminary conversation is important – and it can be short
- The concluding conversation must be done almost immediately – and one will need at least 30 minutes
- The buddy does his job in good conscience = enough time is set aside
- It is important to understand both roles – orderer and buddy
- There is sometimes too much time between the conversations and the story hour

**The story hour functions best when:**

- It happens quickly after the orders
- The things told and felt are experienced as being "true"
- Others gain insight into positive aspects; "do that more often"
- Because you can choose to not present a story for the group – you only wanted one colleague's feedback
- The orders presented in the same story hour are varied, some new, and some motivating – not be too much monotony
- The hour was seen as useful for the orderer
- One can see pride in the orderer

**Good ideas that increase possibilities:**

- A teacher/orderer can use project time to study another colleague to learn from what he or she does
- A teacher/orderer can test something that he or she is able to do well in a different year level than his or her own

**Value: Getting the other person to grow.**

**VALBY EDUCATIONAL GROWTH CENTRE**  
**YEAR WHEEL FOR THE KINDERGARTEN AND SCHOOL**  
**INTERACTION**

Month	Activity
August	
September	
October	<ul style="list-style-type: none"> <li>The educational supervisor at the kindergarten that handed over this year's 5-year olds is project buddy in first grade</li> </ul>
November	<ul style="list-style-type: none"> <li>The educational supervisor at the kindergarten that handed over this year's 5-year olds is project buddy in first grade</li> </ul>
December	<ul style="list-style-type: none"> <li>Invite private kindergartens in our school district for discussions about working with cooperation and transition from kindergarten to school</li> </ul>
January	<ul style="list-style-type: none"> <li>Meeting with private kindergartens, Valby Kindergarten and Valby School</li> </ul>
February	<ul style="list-style-type: none"> <li>Kindergarten and school discuss grounds for good relationship between kindergarten and school</li> </ul>
March/April	<ul style="list-style-type: none"> <li>Information about "Together in Growth" and the triangle discussions* at kindergarten parent meetings</li> </ul>
May	<ul style="list-style-type: none"> <li>Next year's first grade teacher is project buddy in kindergarten</li> <li>Parent meeting for parents of new first graders</li> <li>Visitation day at the school</li> </ul>
June	<ul style="list-style-type: none"> <li>Triangle conversations are carried out (kindergarten – school – SFO – parents/guardians participate)</li> </ul>

\* The triangle conversation is a conversation between parents/guardians, the educational supervisor at the kindergarten, the contact teacher for next year's first graders, as well as the primary contact person for the afterschool day care centre (SFO).



The template for the triangle conversation such as it was used in 2009 is attached to this document. The template for 2010 has been prepared, but the new version is not yet available.

Identity as learner is the issue that was given most attention, and which in retrospect we see has been of greatest importance for information about providing the best possible school start for each child.

## **HOW DO YOU KNOW WHETHER YOU HAVE LEARNED SOMETHING NEW?**

**“I feel a tingle in my tummy”, Marte 8, years old.**

**“I get other thoughts in my head”,  
Sigrid, 9 years old.**

**“It’s like having a party in my head. The whole  
stereo set is turned on”, Ludvig, 8 years old.**

**“Things can get a bit more difficult afterwards”,  
Gad, 7 years old.**

**“I want to hop around and do somersaults”,  
Nathanael, 7 years old.**

## **VALBY SCHOOL**

