



Report from the 5th period of practise 16th – 27th April, 2007

Osnova Sola Franceta Preserna, Kranj – Slovenia

**Malin Johansen, Rakel Emelie Helstad and
Signhild Marie Kongshaug**



Report from the 5th period of practise

Two weeks at Sola Osnova Franceta Preserna, Kranj in Slovenia

Report from the 5th period of practise 2007

The 5th period of practise we, Rakel Emelie Helstad, Signhild Marie Kongshaug and Malin Johansen, were in Slovenia, at Sola Osnova Franceta Preserna Kranj. In this school they have pupils from 1st to 9th grade, and there are about 700 pupils at the school. We had eight days at this school, and also one day at the other school, Osnova Sola Matije Copa Kranj, the school that the two other Norwegian students were at. The first day at school we had a nice welcome by the headmaster, Mr. Ales Zitnik. He told us about the Slovenian school system and we got to see the school. We also met the teachers who were “responsible” for us during the two weeks.

This period of practise was mainly observing, but we also got the opportunity to teach in some lessons. We feel that we learned a lot by doing this, and we are glad that we got this chance. We talked a lot about Norway, but we also had original lessons, like history and English. Our impression is that the pupils were interested in what we said, and they were participating during the lessons. Because of this we got to know the pupils and felt that we also learned about them and Slovenia. Before we left Norway we had got a detailed timetable by the headmaster. Because of this we knew what we should do for each day, and the teachers also knew when we should be in their lessons. We observed and taught in different grades and also got the opportunity to observe different teachers and their way of communicating with the pupils.

Differences

A difference between the school in Slovenia and the school in Norway is that they only have 1st to 9th grade, while in Norway we have 1st to 10th grade. The pupils told us that they started with marks already in 4th grade, so when we told them that Norwegian pupils don't get marks before 8th grade they were surprised.

In some subjects the pupils are divided into different groups according to their levels. During our stay we observed different levels and thought it was interesting to see how different the pupils was, even if they were at the same age. The difference from Norway here, is that in Norway we don't divide the pupils because of their level. They all go together in the same

Report from the 5th period of practise

class, but the teacher gives them tasks adapted to their level of knowledge. In Norway we have the principle that the school is for all children, regardless of handicap or different skills. In Slovenia they have another system, children who are mentally disabled go to their own special schools.

In Slovenia the pupils have two or three meals during their day at school. We think that this is a good effort for the pupils. In this way the school makes sure that they eat proper, in opposite to Norway, where some of the pupils don't eat anything during the day. Our opinion is that a lunch like this is more attractive for the pupils than a boring slice of bread with cheese.

Another big difference is that the pupils in Slovenia don't have religion as a compulsory subject in school. As students we thought that this was a bit strange. We are used to have religion in school and think that it is important because of the multicultural world that we live in. We also think that the subject contributes to tolerance between the different religions and the people.

We also observed a difference in the staff room. In Norway the teachers often have their own place for working. This is often a separate room where the teachers often have their own desk, their own computer and some shelves to leave books or other necessary materials. In Slovenia they only have one room for the teachers. No teacher had their own place for working. Instead of this they had chairs and tables in the staff room where they could do their work if they wanted to. There were also four computers that they could use if they needed. In addition to this every teacher for each subject had their own room with materials and books for using in their lessons. The teachers stay in their permanent classrooms, while the pupils go to different rooms attended to which subject they have, the teachers have all necessary materials in their classroom. As we saw it, we think that this seems very tidy. In the history room you have all you need for history and in the chemistry room you have all you need for chemistry.

In Norway the students have didactic, so we were surprised when we heard that they in Slovenia don't have so much as us. Especially since we think that we have too little. We talked about it, and we wonder if the reason is that they are professors in their subjects. We also heard that the pupils have the same teacher from 1st to 4th grade, but from 5th to 9th grade they have different teachers, depending on the subject. In Norway the teachers can teach in every subject from 1st to 10th grade. But from 8th to 10th grade the teachers mainly

Report from the 5th period of practise

have engrossed themselves in a few subjects. We think it is positive that the pupils have teachers who really know the subject, but we also wonder if it can be too many teachers for the pupils to relate to. When the teachers are so focused on their own subject it maybe will be difficult for them to work cross the subjects. In Norway its very normal to work across the subjects, and because of this we see that it is a advantage that the teachers have more than one subject.

Similarities

When we arrived the school we were surprised by how similar the Slovenian school and the Norwegian school are. We pictured the Slovenian school much more disciplined than our school, and that the pupils were almost afraid of their professors. That was not the reality at all. The relationship between the teachers and the pupils were open and communicative, as in mostly Norwegian schools. We also noticed a good relationship and tone between the teachers. The way the classrooms were organized were also like the Norwegian school, with a lot of decorating and the desks placed in groups or in the shape of a horseshoe in the lower classes. In the higher classes the structure is straighter as in the Norwegian classrooms.

Conclusion

When we look back at our stay in Slovenia we have only good memories. We think it was interesting to learn about another school system and another country. We were surprised to see how similar it is. This was not like we expected. By observing and participating in the lessons we got a lot of useful advises that will become handy for us when we become teachers. During the two weeks we also got to see a lot more then just the school. We were lucky to have teachers who took care of us in the spare time to. They took us around in the whole country, something that we are very grateful for. Because of this we got to know the country from another side than tourists do. Our impression of Slovenia is that it is a really nice country with friendly and including people. We all want to go back, and we have no doubt that we will recommend Slovenia to the next year students.