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Anne-Brit Fenner  
Institutt for fremmedspråk  
Universitetet i Bergen  
Sydnesplassen 7  
5007 BERGEN

Vår dato: 12.03.2013

Vår ref: 33620 / 3 / MSI

Deres dato:

Deres ref:

## TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 28.02.2013. Meldingen gjelder prosjektet:

33620

Behandlingsansvarlig

Daglig ansvarlig

Student

*Teachers of English and their Understanding of the Concept of Bildung (danning)*

*Universitetet i Bergen, ved institusjonens øverste leder*

*Anne-Brit Fenner*

*Kjersti Grimstad*

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, eventuelle kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema <http://www.nsd.uib.no/personvern/meldeplikt/skjema.html>. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, <http://pvo.nsd.no/prosjekt>.

Personvernombudet vil ved prosjektets avslutning, 10.08.2014, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Vigdis Namtvedt Kvalheim

Marte Sivertsen

Marte Sivertsen tlf: 55 58 33 48

Vedlegg: Prosjektvurdering

Kopi: Kjersti Grimstad, Nedre Nøttveit 22, 5238 RÅDAL

A 1

Avdelingskontorer / District Offices

OSLO NSD Universitetet i Oslo, Postboks 1055 Blindern, 0316 Oslo Tel: +47 22 85 52 11 nsd@uio.no  
TRONDHEIM NSD Norges teknisk-naturvitenskapelige universitet, 7491 Trondheim Tel: +47 73 59 19 07 kyrr.svarva@svt.ntnu.no  
TROMSØ NSD SVF, Universitetet i Tromsø, 9037 Tromsø Tel: +47 77 64 43 36 nsdtrua@svt.itn.no

Dato: 08.10.2014

Pnr: 33620

Dok. nr: 7

Avskr.:

Saksbeh.: SSA

Sendt: 08.10.2014

Avsender: sondre.arnesen@nsd.uib.no

Mottaker: kkogkk@online.no

Kopi: Anne-Brit.Fenner@if.uib.no

Emne: Prosjektnr: 33620 Teachers of English and their Understanding of the Concept of Bildung (danning)

BEKREFTELSE PÅ ENDRING

Vi viser til statusmelding mottatt 04.10.2014.

Personvernombudet har nå registrert ny dato for prosjektslutt 30.06.2015.

Det legges til grunn at prosjektopplegget for øvrig er uendret.

Ved ny prosjektslutt vil vi rette en ny statushenvendelse.

Hvis det blir aktuelt med ytterligere forlengelse, gjør vi oppmerksom på at utvalget vanligvis må informeres ved forlengelse på mer enn ett år utover det de tidligere har blitt informert om.

Ta gjerne kontakt dersom du har spørsmål.

Vennlig hilsen,

Sondre S. Arnesen - Tlf: 55 58 33 48

Epost: sondre.arnesen@nsd.uib.no

Personvernombudet for forskning,  
Norsk samfunnsvitenskapelig datatjeneste AS  
Tlf. direkte: (+47) 55 58 81 80

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AFFIRMATION

Referring to status report received 04.10.2014.

The Data Protection Official has registered that the project period has been extended until 30.06.2015.

We presuppose that the project otherwise remains unchanged.

You will receive a new status inquiry at the end of the project.

Please note that in case of further extensions, the data subjects should usually receive new information if the total extension exceeds a year beyond what they previously have received information about.

Do not hesitate to contact us if you have any questions.

Best regards,

Sondre S. Arnesen - Phone number: 55 58 33 48

Email: [sondre.arnesen@nsd.uib.no](mailto:sondre.arnesen@nsd.uib.no)

the Data Protection Official for Research,

Norwegian Social Science Data Services

Phone number (switchboard): (+47) 55 58 81 80

A 3

**Emne:** Prosjektnr: 33620. Teachers of English and their Understanding of the Concept of Bildung (danning)

**Fra:** "Audun G. Løvlie" <audun.lovlie@nsd.uib.no>

**Dato:** 26.02.2015 10:58

**Til:** kkogkk@online.no

**CC:** Anne-Brit.Fenner@if.uib.no

ARBEID/PV3

90

### BEKREFTELSE PÅ ENDRING

Viser til endrings skjema mottatt 19.02.2015 samt epost mottatt 23.02.2015.

Vi har registrert at dato for prosjektslutt er endret til 01.10.2015. Utvalget informeres.

Vi har også registrert at lærer skal observeres i klasserommet, det vil kunne registreres opplysninger om elever og det vil bli innhentet samtykke til dette.

Personvernombudet legger til grunn at prosjektet for øvrig er uendret. Vi vil ta ny kontakt ved prosjektslutt.

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Vennlig hilsen/best wishes

Audun Gabriel Løvlie  
Rådgiver/Adviser

Norsk samfunnsvitenskapelig datatjeneste AS  
(Norwegian Social Science Data Services)  
Personvernombud for forskning  
(Data Protection Official for Research)  
Harald Hårfagres gate 29, 5007 BERGEN

Tlf. direkte: (+47) 55 58 23 07

Tlf. sentral: (+47) 55 58 81 80

Faks: (+47) 55 58 96 50

Email: [audun.lovlie@nsd.uib.no](mailto:audun.lovlie@nsd.uib.no)

Internettadresse: [www.nsd.uib.no/personvern](http://www.nsd.uib.no/personvern)

**Emne:** Re: [nsd.personvernombudet] masteroppgave UIB ENGMAU

**Fra:** Hanne Johansen-Pekovic <hanne.Johansen-Pekovic@nsd.no>

**Dato:** 12.04.2016 10:44

**Til:** "Grimstad, Kjersti Elisabeth" <Kjersti.Grimstad@bergen.kommune.no>

APR 17 2016

Hei,

Vi viser til epost med informasjon om status registrert hos personvernombudet 04.04.16.

Personvernombudet har nå registrert 30.06.17 som ny dato for prosjektslutt.

I tilfelle det skulle bli aktuelt med ytterligere forlengelse av prosjektslutt, vil vi gjøre oppmerksom på at forlengelse på mer enn ett år utover den opprinnelige sluttdatoen (30.07.17) ikke kan påregnes uten at det vurderes å gi informasjon til utvalget.

Ved ny prosjektslutt vil personvernombudet rette en henvendelse angående status for behandlingen av personopplysninger.

Angående din epost så har vi registrert [kkogkk@online.no](mailto:kkogkk@online.no) i vårt system. Du har imidlertid sendt oss epost fra [kjersti.grimstad@bergen.kommune.no](mailto:kjersti.grimstad@bergen.kommune.no). Hvilken epost adresse skal vi lagre i vårt system mtp fremtidig kontakt per epost?

Med vennlig hilsen  
Hanne Johansen-Pekovic  
rådgiver

Grimstad, Kjersti Elisabeth skrev den 04.04.2016 15:33:

Hei,

Jeg har fått mail fra min veileder på UIB Anne-Brit Fenner, hun viser til mailer jeg ikke har fått ang. min fagdidaktiske master i engelsk.

Jeg har pga. sykdom i familien ikke hatt min master fremst i tankene, så jeg har ikke husket å søke utsettelse.

Jeg ønsker å søke utsettelse til sommeren 2017, dvs. prosjekt ferdig senest 30.juni 2017.

Hva må jeg gjøre for at dette skal være mulig?

Takker for all mulig hjelp.

Mvh

Kjersti Grimstad

Med vennlig hilsen Hanne Johansen-Pekovic  
rådgiver/adviser  
Tel: +47 55 58 31 18  
[nsd.no](http://nsd.no) | [twitter.com/NSDdata](https://twitter.com/NSDdata)

A 6

**Emne:** Prosjektnr: 33620. Teachers of English and their Understanding of the Concept of Bildung (danning)  
**Fra:** Hanne Johansen-Pekovic <hanne.Johansen-Pekovic@nsd.no>  
**Dato:** 11.10.2016 10:22  
**Til:** Kjersti.Grimstad@bergen.kommune.no

ARKIV/PVØ  
16/15

Hei,

Vi henviser til endrings skjema registrert 2.10.16.

Du har her informert om at du ønsker å intervju tre personer i utvalget per e-post. Etter Personvernombudets vurdering vil spørsmålene samle inn personopplysninger som sammenfaller med formålet det er gitt tilrådning for 12.03.2013. Videre skal det ikke samles inn sensitive personopplysninger per epost. Vi har derfor ingen merknader til endringen.

Vi minner om at du ved prosjektslutt også må slette epost-adresser og andre elektronisk registrerte personopplysninger som er blitt registrert i forbindelse med prosjektet.

Personvernombudet forutsetter at prosjektopplegget for øvrig gjennomføres i tråd med det som tidligere er innmeldt, og personvernombudets tilbakemeldinger. Vi vil ta ny kontakt ved prosjektslutt.

Med vennlig hilsen

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Hanne Johansen-Pekovic  
Rådgiver | Adviser  
Seksjon for personverntjenester | Data Protection Services  
T: (+47) 55 58 31 18

NSD – Norsk senter for forskningsdata AS | NSD – Norwegian Centre for Research Data  
Harald Hårfagres gate 29, NO-5007 Bergen  
T: (+47) 55 58 21 17  
[postmottak@nsd.no](mailto:postmottak@nsd.no) [www.nsd.no](http://www.nsd.no)

A 7

**Forespørsel om å delta i spørreundersøkelse og oppfølgingsintervju i forbindelse med fagdidaktisk masteroppgave i engelsk.**

Jeg er lærer ved Slåtthaug skole, samt masterstudent i engelsk ved Universitetet i Bergen. Jeg holder på med den avsluttende masteroppgaven i engelsk. Temaet for oppgaven er danningsbegrepet og danningens plass i engelskundervisningen i ungdomsskolen. Jeg skal undersøke ulike oppfatninger av hva danning er og hvordan forskjellige oppfatninger av begrepet fører til ulik vektlegging av danning i undervisningen. Jeg er interessert i å finne ut om det er ulikheter mellom lærere, og mellom ulike skoler og skolekulturer.

For å finne ut av dette, ønsker jeg at tilsammen 15-20 engelsklærere svarer på et kort spørreskjema, samt sier seg villig til muligheten for et kort oppfølgingsintervju. Spørsmålene vil være på engelsk for å hindre feilsitering i den endelige oppgaven. Spørsmålene vil dreie seg om danning, kunnskapsløftet og undervisning. I tillegg vil det være bakgrunns spørsmål for å kunne se evt. ulikheter på bakgrunn av alder, erfaring o.l. Jeg vil dele ut ark og blyant og samle inn svar direkte etterpå. Utfyllingen vil ta omtrent 15-20 minutter, og vil skje på avtalt tidspunkt på de aktuelle skoler. Eventuelt intervju vil bli transkribert etter lydopptak.

Det er frivillig å være med, og du har mulighet til å trekke deg når som helst underveis, uten å måtte begrunne dette nærmere. Dersom du trekker deg, vil alle innsamlede data om deg bli slettet. Opplysningene vil bli behandlet konfidensielt, og ingen enkeltpersoner vil kunne gjenkjennes i den ferdige oppgaven. Opplysningene anonymiseres og opptakene slettes når oppgaven er ferdig, innen 10.08.2014.

Dersom du er villig til å være med på undersøkelsen og eventuelt oppfølgende intervju, er det fint om du skriver under på den vedlagte samtykkeerklæringen og leverer den inn sammen med spørreskjemaet.

Hvis det er noe du lurer på, kan du ringe meg på 928 32 148, eller sende en e-post til [lurvelegg@online.no](mailto:lurvelegg@online.no). Du kan også kontakte min veileder Anne-Brit Fenner ved Institutt for fremmedspråk, Universitetet i Bergen, på telefonnummer 55 58 48 50.

Studien er meldt til Personvernombudet for forskning, Norsk samfunnsvitenskapelig datatjeneste (NSD).

Med vennlig hilsen  
Kjersti Grimstad  
Nedre Nøttveit 22  
5238 Rådal

Samtykkeerklæring:

Jeg har mottatt skriftlig informasjon og er villig til å delta i studien.

Signatur: \_\_\_\_\_ Telefonnummer: \_\_\_\_\_

e-post: \_\_\_\_\_



**Forespørsel om å delta i observasjon i forbindelse med fagdidaktisk masteroppgave i engelsk.**

Jeg er lærer ved Slåtthaug skole, samt masterstudent i engelsk ved Universitetet i Bergen. Jeg holder på med den avsluttende masteroppgaven i engelsk. Temaet for oppgaven er danningsbegrepet og danningens plass i engelskundervisningen i ungdomsskolen. Jeg skal undersøke ulike oppfatninger av hva danning er, og hvordan forskjellige oppfatninger av begrepet fører til ulik vektlegging av danning i undervisningen. Jeg er interessert i å finne ut om det er ulikheter mellom lærere, i forehold til forståelsen av begrepet samt danningens plass i undervisningen deres.

For å finne ut av dette har jeg alt med NSDs godkjenning gjennomført en skriftlig spørreundersøkelse, 11 lærere svarte. For å belyse undervisningssituasjonen ønsker jeg å observere 4 lærere på 10.trinn ved samme skole i en undervisningstime i engelsk.

Det er frivillig å være med, og du har mulighet til å trekke deg når som helst underveis, uten å måtte begrunne dette nærmere. Dersom du trekker deg, vil alle innsamlede data om deg bli anonymisert. Opplysningene vil bli behandlet konfidensielt, og ingen enkeltpersoner vil kunne gjenkjennes i den ferdige oppgaven. Opplysningene anonymiseres og opptakene slettes når oppgaven er ferdig, innen 01.10.15.

Dersom du er villig til å bli observert, er det fint om du skriver under på den vedlagte samtykkeerklæringen og leverer direkte til meg eller i min posthylle på Slåtthaug.

Hvis det er noe du lurer på, kan du ringe meg på 928 32 148, eller sende en e-post til [kkogkk@online.no](mailto:kkogkk@online.no). Du kan også kontakte min veileder Anne-Brit Fenner ved Institutt for fremmedspråk, Universitetet i Bergen, på telefonnummer 55 58 48 50.

Studien er meldt til Personvernombudet for forskning, Norsk samfunnsvitenskapelig datatjeneste (NSD).

Med vennlig hilsen  
Kjersti Grimstad  
Nedre Nøttveit 22  
5238 Rådal

Samtykkeerklæring:

Jeg har mottatt skriftlig informasjon og er villig til å bli observert.

Signatur: \_\_\_\_\_ Telefonnummer: \_\_\_\_\_

e-post: \_\_\_\_\_

**Til elever på 10.trinn****Forespørsel om å delta i observasjon i forbindelse med masteroppgave i engelsk.**

I forbindelse med min masteroppgave ved UIB har jeg avtalt å observere læreren din i engelsk i en undervisningstime. I forbindelse med observasjonen vil det bli gjort lydopptak og skriftlige notater. Ingen elever vil bli notert med navn eller sitert med navn, men uttalelser i samspill med lærer og medelever kan bli brukt anonymisert.

Det er frivillig å være med i observasjonen, du har muligheten til å reservere deg for deltagelse i forkant av undervisningsøkten. Målet for min forskning er å observere læreren. Opplysningene anonymiseres og opptakene slettes når oppgaven er ferdig, innen 20.12.15.

Dersom du er villig til å bli observert, er det fint om du skriver under på den vedlagte samtykkeerklæringen og leverer til læreren din.

Hvis det er noe du lurer på kan du ta kontakt med meg i et friminutt.

Studien er meldt til Personvernombudet for forskning, Norsk samfunnsvitenskapelig datatjeneste (NSD).

Med vennlig hilsen

Kjersti Grimstad  
Lærer på Slåtthaug skole

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Samtykkeerklæring:

Jeg har mottatt skriftlig informasjon og er villig til å bli observert i en engelsktime.

Navn med blokkbokstaver: \_\_\_\_\_

Signatur: \_\_\_\_\_ Klasse: \_\_\_\_\_

**Background information about participant***(sett ring rundt svarene der det er alternativer)*

Navn: \_\_\_\_\_

Alder: \_\_\_\_\_ Arbeidsplass: \_\_\_\_\_

Utdanning: lærerhøyskole (antall år: \_\_\_\_\_) universitetsutdanning (antall år: \_\_\_\_\_)

Engelskutdanning studiepoeng (vektall x tre): \_\_\_\_\_ evt. Grad: \_\_\_\_\_

Hvor mange år har du undervist i engelsk: \_\_\_\_\_

Hvilke andre fag underviser du i: \_\_\_\_\_

I hvilke andre fag har du 30stp eller mer: \_\_\_\_\_

Jeg underviser på: 8. trinn 9. trinn 10. trinn

Jeg underviser i: engelsk fordypning i engelsk

e-post: \_\_\_\_\_

## Questionnaire

In the English language there is no word that can replace the Norwegian word "danning", so when discussing "danning" in English it is common to use the German word Bildung.

1. How would you describe Bildung?

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2. Do you think Bildung is a part of English language learning?      yes/no  
Do you think it should be a part of English language learning?      yes/no  
Why/why not?

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3. How do you see Bildung as a part of English language teaching and learning?

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4. In your own words, what does the Knowledge Promotion say about Bildung in English language learning?

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5. To what extent is Bildung a focus in your lesson plans?

Not at all.	
It has little or no focus and is not as important as language skills.	
It is as important as the focus on language skills.	
It is in focus and more important than focus on language skills.	
I don't know.	

6. If Bildung is something you consciously think of when you plan lessons, in what way is it a part of your teaching/lessons?

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7. What kind of activities in particular do you think promote (fremmer) Bildung?

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8. How do you think the individual teacher influences the promotion of Bildung?

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# Observasjonsskjema

Arbeidsmetoder/ aktiviteter (tidsbruk) Oppgaver	
Refleksjon/kritiske spørsmål som forekommer (elev-elev, elev-lærer, klassesamtale) samt oppfølging av dette:	

1. What is "danning" to you?
2. How do you think "danning" relates to teaching English?
3. In your opinion what is Intercultural competence?
4. How do you think Intercultural competence relates to teaching English?
5. How would you describe to "be reflexive" about a topic?
6. Do you find that being reflexive about things has anything to do with intercultural competence or "danning"? If so what?

Tilleggsspørsmål på mail:

Kjenner dere til CERF?

The Common European Framework of Reference for Languages?

Lest eller tatt hensyn til det noen gang?

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Participant no. (

A

Age: 33, female

Lærerhøyskole: 3 years

University: 7 years

English (studiepoeng): 90, Bachelor

Experience of teaching English: 5 years

Also teaches: Samfunnsfag, RLE, Norsk

In which subjects do you have 30 stp or more: All of them

Teaches: From 8<sup>th</sup> until 10<sup>th</sup> grade.

Teaches both English as a foreign language and "Fordypning i Engelsk", in depth study of English.

**Questionnaire**

In the English language there is no word that can replace the Norwegian word "danning", so when discussing "danning" in English it is common to use the German word Bildung.

1. How would you describe Bildung?

*To educate the whole person, to emphasize thought processes and culture and evolve as a person.*

2. Do you think Bildung is a part of English language learning? yes

Do you think it should be a part of English language learning? yes

Why/why not?

*I don't think it is a big part of the subject, but it should have a part – to be able to put what they learn in a bigger context.*

3. How do you see Bildung as a part of English language teaching and learning?

*I think what you learn in English class has to have a bigger purpose than learning the language. The ability to reflect and gain insight into culture and other perspectives is important.*

4. In your own words, what does the Knowledge Promotion say about Bildung in English language learning?

*The students are supposed to understand how people live in different cultures and how language can be used to discriminate.*

5. To what extent is Bildung a focus in your lesson plans?

Not at all.	
It has little or no focus and is not as important as language skills.	x

It is as important as the focus on language skills.	
It is in focus and more important than focus on language skills.	
I don't know.	

6. If Bildung is something you consciously think of when you plan lessons, in what way is it a part of your teaching/lessons?  
*More subconsciously, really. I don't think –"I need to focus on "bildung"", it's just a natural part of my process.*
7. What kind of activities in particular do you think promote (fremmer) Bildung?  
*Group and class discussions on relevant topics. To some extent, roleplay.*
8. How do you think the individual teacher influences the promotion of Bildung?  
*A Lot. This is not something you achieve from books. I think you need a teacher who makes you think and understand better.*

Participant no. **B**

Age: 39, female

Lærerhøyskole: 5 years

University: no

English (studiepoeng): 60

Experience of teaching English: 9 years

Also teaches: Spansk, norsk, gym

In which subjects do you have 30 stp or more: Norsk, gym, RLE

Teaches: From 8<sup>th</sup> until 10<sup>th</sup> grade.

Teaches English as a foreign language.

**Questionnaire**

In the english language there is no word that can replace the Norwegian word "danning", so when discussing "danning" in English it is common to use the German word Bildung.

1. How would you describe Bildung?  
*How-to-ka To know how to behave around other people.*
2. Do you think Bildung is a part of English language learning? yes  
Do you think it should be a part of English language learning? yes  
Why/why not?  
*In e.g. England they are very polite so i think the Norwegian students should know how to use expressions of politeness*
3. How do you see Bildung as a part of English language teaching and learning?  
*I think it is important.*
4. In your own words, what does the Knowledge Promotion say about Bildung in english language learning?  
*I don't know :(*
5. To what extent is Bildung a focus in your lesson plans?

Not at all.	
It has little or no focus and is not as important as language skills.	
It is as important as the focus on language skills.	x
It is in focus and more important than focus on language skills.	
I don't know.	

6. If Bildung is something you consciously think of when you plan lessons, in what way is it a part of your teaching/lessons?

*Constantly using words and expression*

7. What kind of activities in particular do you think promote (fremmer) Bildung?

*Roleplay*

8. How do you think the individual teacher influences the promotion of Bildung?

*I think it depends of the students – if they you have a class with many students having "beahvior problems" I would think that it doesn't matter what you say or do in the classroom. If not, I think each teacher will have some influence on the students.*

Participant no. C

Age: 50, male

Lærerhøyskole: no

University: 5,5 years

English (studiepoeng): 60

Experience of teaching English: 20+ years

Also teaches: Sammfunsfag, norsk, tysk, matematikk

In which subjects do you have 30 stp or more: Matematikk, tysk

Teaches: From 8<sup>th</sup> until 10<sup>th</sup> grade.

Teaches English as a foreign language.

Questionnaire

In the english language there is no word that can replace the Norwegian word "danning", so when discussing "danning" in English it is common to use the German word Bildung.

1. How would you describe Bildung?  
*It's about developing a mature personality. Character building. Also related to acceptable behavior.*
2. Do you think Bildung is a part of English language learning? *no*  
Do you think it should be a part of English language learning? *no*  
Why/why not?  
*Never really thought about it. the very fact that it hasn't even got its own term in English, says it all. To me English is about mastering a foreign language.*
3. How do you see Bildung as a part of English language teaching and learning?  
*Can't really see any significance*
4. In your own words, what does the Knowledge Promotion say about Bildung in english language learning?  
*Honestly I have no idea. I don't even recognize the word knowledge promotion.*
5. To what extent is Bildung a focus in your lesson plans?

Not at all.	x
It has little or no focus and is not as important as language skills.	
It is as important as the focus on language skills.	
It is in focus and more important than focus on language skills.	
I don't know.	

3/2  
participand C

6. If Bildung is something you consciously think of when you plan lessons, in what way is it a part of your teaching/lessons?

7. What kind of activities in particular do you think promote (fremmer) Bildung?

*Probably social activities (oral) when pupils get to interact.*

8. How do you think the individual teacher influences the promotion of Bildung?

*By setting an example. If "bildung" is an issue, then the pupils might learn from what the teacher does, as opposed to what he says.*

*Having said that, although I know (from you) that Bildung is mentioned in centrally given directives, my overall impression would be that few English teachers are familiar with the term. Moreover, as there's hardly any mention of it in locally given directives, nor in textbooks, my guess is it will remain "just a word" in spite of your efforts.*

*Best of luck on your project.*

OBSERVATION TEACHER 1

T: We are going to start the lesson in the usual way, so \*name\* what have you been doing this weekend?

P: Ehm, I have hanged out with some buddies, and we were at the cabin, and we were gaming.

T: Ok, did you have fun?

P: Yes, I got to be an astronaut.

T: Oh really?

P: Yeah, the other one he was evil, and the last one was a super spy

T: OK, so who won? Or did anybody win?

P: No one won...

T: Ah OK, but you were the coolest?

P: Yes!

T: Ah, you have to say yes..

P: Yeah

T: OK, cool, I don't think it is that long since I asked you what you have been doing, but did you cut your hair? Or somebody else did?

P: Yes

T: Was it planned?

P: Yes, I got some requests...

T: Yeah I know ...in one of your midterms...

P: That was no plan...but, yeah...

T: You decided to give in?

P: Yeah

T: Because wasn't your whole view on this that you were right and they were wrong?

P: Ehm..perhaps

T: They got to you?

P: Yeah, it is really annoying with long hair

T: It is inconvenient, I get it..You look good!

P: Thanks

T: \*name\* What have you been doing?

P: I wanted to see the avengers, we tried to get tickets, there were some left, but we ended up seeing "Get hard", it was hilarious, when the movie started I just started to laugh, then my friend told me I laughed just like she cried, so I stopped

T: Ah Ok...

T: \*name\*

P: On Friday we saw a film, me and my team at Sotra, and we cycled out to Øygarden, it was not hard, it was easy, and \*class laughing\* It was good. Then we got out this center called Dale Oen, and we met two guys that were going to be with us the rest of the weekend. ...eh.. we done very much different things like camping in lavvo, eh..and we have eaten very much food

T: I am so surprised \*laughing\*

P: I have been mountain climbing, I have kiting...

T: Kiting?

P: No...what you call it, kayak

T: Kayaking, OK

P: And we have walked for a very long time, and I have been with somebody like the whole weekend, and I am very exhausted, yeah..everyone was happy

T: You have gotten tanned!

P: Yeah.. \*class laughing\* It's been great

T: Sounds like that kind of weekend you like, but it is still exhausting...

P: Yeah, we have done very much competitions, and it was very fun because I have done things I have never done before, like the mountain climbing, it was very eh...it was very...I thought it was very dangerous, but it was very safe, but I kind of got a little scared. I have never done it before, it was very...very....

T: Exiting?

P: It was very exiting...

T: And challenging?

P: Yes

T: Cause it was something new right? Yeah.. Sounds like a very active weekend! More active than mine was! It comes as no surprise to anyone I guess...I have actually... My weekend haven't been very exciting, I have been studying actually...and also I have been with friends a bit, and also I can tell you



on Thursday when you guys weren't here we started to plan next year, eh...and I can tell you that I am actually not going to be a main teacher next year, like for a class, I am just going to teach subjects in tenth grade, so no eighth grade for me, which I guess is just as well right...for how can I just go down there again after you guys \*class laughs\* You know, that would be hard, so instead I am just teaching what I am teaching this year again, which I have done a lot of times, so...it makes an easy year for which comes in handy doing my master thesis so...that's a lot of work. OK so this lesson you know one part of it is talking about the election, you prepared last time. We are going to talk some more about that today. We are going to watch just the beginning of an Urix episode, about the election, cause it's now on the 7<sup>th</sup>...right? Yeah, so it is coming up close and I want you guys be somewhat prepared so you can make sense of the news more, perhaps more than your parents..that's a target right, always know more than they do, then we will see how long it takes, cause my thought was that you could use the end of the lesson to prepare for your presentation, which is on Friday, right? \*mhm\* So that's the plan, we are going to start with watching Urix, and while I hook this up you guys can find your notes regarding the election, you all should have notes, we worked with this for two lessons right?

\*class gets books, moves around a bit\*

P: Du det vi...

T: Which language are you speaking?

P: Oh...You know the English election, is that a theme we can get on the exam?

T: Not in itself, it would be part of something else, and also we want expect you to have all the detail of it obviously, but we are going to sum up some of the main points.

T: So we are just going to watch the beginning of this.

---

(6-7 min) Urix about:

- Britene må bestemme seg – valget ligger åpent
  - Parlamentet er stengt, medlemmene driver valgkamp
  - Skotske og britiske nasjonalister kan vippe valget
  - Cameron – Milliband Clegg i koalisjon
  - NYTT – nasjonalistpartiene kan få betydning
  - What is this big change? The four small parties have much more media attention and could have more impact on the composition of the next parliament
  - SNP could win all Scottish seats in parliament
  - Labour loses seats to SNP
- 

T: OK , that's as much as we were going to see. So...I guess that added some to the information you already have..eh...and \*nae\* asked me just now if this is something you could be asked on the oral

exam, English, you will not get a task that is your theme is British politics, but maybe it is something you can bring in to your presentation, it can be relevant, it will be on the report on some other subjects, but the main point here is like I said in the beginning, to be able to compare and contrast a little with how it is in the U.S. and how it is in Norway, and now just what she is saying here, that's the constituencies, the areas where they count the votes, that was something that we talked about that was similar to the U.S. and different from Norway. Anybody want to attempt to explain it? We don't have those in Norway, they do in the U.S: and the UK. Yeah... \*addresses a pupil\*

P: I am not sure, but is it like one section where the people there vote for the one they want and the one with the most votes get all of the votes from that area?

T: Exactly, so that's what I said \*finding a chalk\* But that's exactly what it is, I told you it is called "first past the post" \*writes it on the blackboard\* like I said in Norwegian we would say "førstemann til mølla" but the thing is that the one who wins gets all the votes, so in the next scene here, which isn't that interesting to what we are talking about, but anyway the one person from the conservatives is going around talking to potential voters, and he knocks on this woman's door and she says "I'm not going to vote for you, but it doesn't matter who I am going to vote for" cause the thing is that in this area it is conservative country so she knows that votes for others than the conservatives won't count at all. Which is different from how it is in Norway right? Cause we have a percentage of every vote that go in, so every vote actually counts, in the U.S. and in the UK it is not like that. Like I said if 2000 vote for one person, and 2001 votes for the other, you can say that those peoples votes \*points to 2000 on the blackboard\* doesn't count, so you can say that some of the people are actually quite annoyed that it is actually not that democratic, but it has been like that since they started their elections, but bothin the UK and the U.S. they are starting to say that it has to change. But also they mentioned that usually the UK has been a two party country, which is the same as in the U.S., in the U.S. they have the democrats and the republicans and very often they have one other person as well that everybody knows is not going to win, but in the UK it used to be the same, but now what they are saying is the new thing is that the smaller parties are gaining. And what are those smaller parties?

P: SNP

T: Yes SNP, what are they?

P: They are nasjonalists

T: that is also in their name, it is also their agenda, they want to care for the right of the Scottish people, and what is they talked about regarding last year and Scotland?

P: mmmmmm

T: \*encouraging \*laugh\*

P: I am not sure how to say it in English, but I can try...they wanted to have kind of their own....

P1: government...

P: yeah...

T: What did you say?

P1: Government

T: They wanted their own government

P: and be free kind of from the rest of England

T: Exactly, they wanted their independence, right? From England from the UK and Great Britain, and they had a referendum, which is when everybody in the country are able to vote over something, eh "folkeavstemming" in Norwegian, and they voted it down, but a lot of people actually wanted their independence, that means the the Scottish, the SNP have a lot of people that will vote for them. Did you notice if they are going to be in a coalition, who is it going to be with?

P: labour

T: Yeah. Labour, exactly, and were they happy?

P: NO

T: No, why do you think they weren't?

P: May be they are afraid SNP will have an impact, SNP said it would be their way

T: Yes, what do we have in England? What party is starting to get more votes? One of the more extreme ones...maybe you know it?

P: I don't know...

T: It is one of the parties with independence in their name...

P: UKIP

T: Yes, UKIP, it stands for?

P: UK independence party

T: exactly...and what do they want to be independent from? Or one of the things? I know you know...

P: EU?

T: Britain are distancing themselves from Europe, many did not want to be in the EU, and now they want to remove themselves. Now some of the other parties want a referendum in 2017 I think, if the UK is going to stay in the European Union, and as you know they are one of the main countries in the EU, so that will have an impact on the EU, and also on us...so then we have to make our own deals with GB instead of with the EU right...which may or may not be a good thing for Norway, cause we have a good relationship with Britain, we always have, and that is important to Norway, we will see. OK just thinking what else is important for you to know...one of the main issues, as I say the EU is one issue, and the whole independence thing, and the nationalism, so that is why for labour, a lot of people will vote for UKIP and SNP, and IN Britain Englsnd is so important, and they are afraid of the influence from Scotland...that they are going to get to decide more and that it might be bad for the

people in England. England decides almost everything and doesn't take Scotland in to consideration which is why they wanted to become independent. One of the other main issues is ofcourse the economy which has been very good in England for a long time, we have talked a lot about income and equality in the U.S. right, equality for all....it is actually not that different in the UK, that is important to know. And during these last 5 years they have tried to, they have had a deficit, which means they have spent more money than they actually have, so they have been trying to save money, they have saved it by cutting in public spending, and that is typically money that goes to health or social security for poor people and that is typical for the conservative agenda, so that's one of the things they show here, there has become more homeless people during the last few years and more poor people actually, and I put up on it's learning, this \*finds on it's learning shows on smartboard\* infographic on inequality economy in the UK, and here you can see for instance this is the UK, and here you have the top 0,1 percent and here you have the top 1 percent, the top 10 percent and the other 90 percent, right? SO that's quite the same proportions that we saw in the U.S: and this shows you more of the same, like this is the typical yearly wages, for an average UK worker 26500£ this is for a typical CEO 4.300.000£ so the difference is huge as well. It also shows you the same development that we saw in the income and equality for all, this happened in the 70's cause in the U.S. as well up until the 70's all was great, but then it changed, the exact same thing happened in the UK. This shows you the inequality in a country, that is what this number here is, so when it is 0 it is equality, they used to have 0,24, and now it is 0,34 and that is actually a lot of change because the number is between 0 and 1. And if we think about what we know about history, what happens in a country when it is unequal? When a lot of people are poor? What typical tendencies can we see in a country if they are poor and have a lot of immigration, what happens, what tends to happen? Why is UKIP getting more votes? Nobody dares to be wrong? Nobody says anything? I am sure you are thinking it...could racism be relevant? Anti-immigration? "They are taking our jobs?", "They are taking our money", When people get poor education and they are poor, the same in the U.S. the same we know over the years all the countries that are struggling economically are at the same time becoming more racist, we have talked about this...I know you know...OK, so these are just some main points, obviously you didn't know so much about the situation in the UK as I thought you did, and now we have refreshed some things, we are not done with this, but you have a presentation on Friday or Monday, which you need some time to work with, and knowing you guys you probably have some questions as well...but just again, I will answer again..it is completely up to you which topic you choose, but it has to be something that is somewhat important, don't stand here and argue for the fact that pink is the best colour, you know...eh, it should be something you are passionate about because then it would be a better presentation, and it will also be easier for you. And thinking about vocabulary and the fact that you are going to speak, preferably, without a script it is going to be best to talk about something you know and something that interests you. It is not that long, around 3 minutes, 3-ish...Start working with this...ask questions if you have them, try to work in English now.

---

Teacher working the room, talking to pupils

---

P: What happens if both....if both....

T: The parties?

P: Yes, what happens if both have 2000 stemmer

T: Not sure if I understand the question?

P: ÅÅÅ vent litt da.... If they get the same amount of votes

T: I am not actually sure, I don't think that happens a lot...

P: Because there are many people...so

T: I actually don't know...it is a good question.

P: Has it ever happened before?

T: I don't know...that's the thing, that's why I don't have an answer...but it would be interesting to find out, because they must have some rule, that maybe they give it ...this time it was you, next time it is the other one? Since it only concerns the big parties... but I honestly don't know...

---

T: What's your topic?

P: Climate change

T: Climate Change, that's OK

P: The labour party, are they the same as Arbeiderpartiet?

T: Yeah, kind of, but they are more to the right of them, it is similar to in the U.S. but not as much to the right like usually all the left parties are more to the right than ours. But they are not as extreme as in the U.S.

---

T: What is your topic?

P: ah, ah...I din't know, I am considering gaming

T: And what is your angle?

P: eh....

T: Well it should be slightly much more deeper

P: Slightly much more? \*laughs\*

T: \*laughs\* Yes Slightly much more...you should find an angle, if your topic is gaming, you should say...people say that gaming violent games makes people violent, you need "problemstilling"

---

T: Do you have your topic?

P: Yes, I have begun to

T: OK, so what is it?

P: I have chosen the topic homework...

T: Homework?

P: Yes,

T: remember to look on both sides

P: Yes, I have just started with some notes

T: Because that is the exact same topic I talked about another pupil wrote, but only from one side, and I talked about the change when she did and it became so much better

P: But I found out when I started that it was very hard to write something that don't make the teacher look bad..I think my teachers are very good, but I don't like homework...

T: That's OK

P: Yeah? I will find a way to ...

T: You know my opinion on the subject anyway, so

P: Yeah

T: Not that it should matter, but you know that it is OK to say that you are against it..

P: Yes...

---

T: Have you found a topic?

P: I am not sure...ehm...maybe something about animal abuse..but that is old, that is what I talk about every time I have a presentation..so something else..

T: OK, but it is allowed to pick something that you have done before, because you are passionate about it, and there are different angles to that as well...you know. Now they are trying out the animal police here in Norway? That is relevant, and also it has been in the media how animal abusers grow up to abuse people..and that is also one of the reasons that it is important to stop it...you could try a different angle?

P: Yeah...

---

T: And your topic is?

P: Football ,maybe...

T: OK, and that is girl football, not just football, not like him...

P1: I don't play football!

T: you know what I mean...

P: He did...

T: You quit?

P1: I did...

P1: Many say gaming is bad, I say it is good...what...

T: You have to elaborate...Give examples of what is good and what is bad

P1: It is good because you can find out if someone is angry, he can use that anger on the game

T: It is better to kill somebody on the computer than in real life? \*laughing\*

P1: Yeah...obviously

T: obviously, that is true. You can do that, just remember to make real arguments, not like just " I think it is fun" "They think it is dumb" and now I am actually rhyming...

---

T: What is your topic?

P: Jeg har ikke bestemt meg ennå..

T: OK, something that interest me..that's a start...

T: How about you?

P: No idea...

T: OK, but you care about a lot of things though, you have a lot of options?

P: Yeah..

T: So you could pick something that maybe you talked about before? Or written about? Could also be in English Extra? Make it easier for you? But it should be something you care about?

P: Yeah...

---

T: How about you?

P: Maybe gaming? It is not bad but it is not good...

T: But remember that if you say that you should have something to back your allegations right? Do some research? Cause some people will say it is bad based on research, others will say it is not, also based on research..so...make sure that you check out some sources.

---

T: Yes?

P: In England, do they have to pay taxes to the Royal Family?

T: Yeah, in the same way we do?

P: Are people allowed to pay of voters, like rich people in America?

T: No, it is not as corrupt, there is not as much money in politics...but I am not sure about the exact laws, because in Norway it is not allowed....

P: But in England since they have the aristocracy...?

P: And then they get their money....I have watched some documentaries...

T: Oh, which ones?

P: Diane Spencer, and Henry the 8<sup>th</sup>, and some other and like Downton Abby..and they have like palaces and the people who came there

T: That is true, they have the aristocracy and the people who came to court...so it has changed, but I think there are a lot of things in the UK that are still there from old times, and haven't changed a lot, old routines..

P: like History and keeping traditions..

T: Yes

P: And Scotland....this is from watching a TV show...Scotland and England they were enemies, because the queen of Scotland and the queen of England hated each other and they...

T: I think you are asking a really big question right now...

P: Yes, but when did they agree to become Great Britain?

T: Well this is a history lesson...both wars were fought, and England was the stronger one

P: So that is how?

T: I can give you a lot of answers, but just right now..it is a big question! Is that your topic?

P: NO...but immigration or commercials like Coca Cola, the one commercial...

T: yes, that was when I was over there! I remember...

P: Is this what America has come to...

T: I know...also it tells you so much about the attitude some people have..I thought it was quite scary actually..

P: And the someone said, well this is an American company, but other said it is all over the world, it is international

T: transnational really...

---

T: Do you have a topic?

P: Not yet..

T: Not yet, OK...

---

P: Du! Jeg måtte endre litt her...

T: We are the future of this generation

P: Kan jeg skrive det?



T: Well your generation is the future..

P: Yeah...

T: But that is not really what you are saying..

P: Oh, OK

P1: I need a PC !!

T: \*laughs\* you do?

P1: Kan jeg hente der inne?

T: Yeah, but the lesson is finished in a few minutes so...the time it will take you to log on....I don't think it is...

P2: I find nothing...

T: How can you not when you care about so much?

T: How can you argue about that? "My name is \*\*\*\*and my brain is empty" \*reads from notes\*

P2: School is putting so much in my brain so I forget everything..

T: You can talk about that...

P2: It gets overloaded!

T: But that school is too much work, too much pressure and such things..

P2: But it isn't too much pressure..I do not know what I am going to write about, I need some ideas..

T: OK, you can talk about friendship?

P2: Why?

T: Because that is something you care about and have a lot of opinions about

P2: No...

T: I think that is something you would do well, based on what we have talked about

---

P: Teacher! Skal vi drøfte?

T: You are going to convince people..

P: OK

T: What is your topic?

P: Maybe it is gaming...

T: maybe?

---

T: OK so the lesson is finished, and you need to pack up because next lesson is fremmedspråk.

OBSERVATION TEACHER 2

---

The class is preparing an oral presentation for about 3 minutes about a chosen topic that they are passionate about. They have to argue and conclude. Graded presentation – pronunciation, without manuscript (keywords) well founded arguments and conclusion.

---

New pupil

---

T: You already know about this thing in Nepal?

P: Yeah, yeah, yeah...

T: People should send money, yeah, maybe that could be something to write about? We need to help others.

P: We need to help

T: Of course, and then I thought this Trond Mohn he is giving 40 million for a new place where young people can do sports

P: Yeah

T: Should he have given like five of them to Nepal?

P: Yeah...

T: He is a rich guy

P: Yeah he is a rich guy

T: So maybe, I don't know

P: I think so

T: So that is why I felt these kind of things, could be something to write about, what do you think?

P: That is one idea...

T: About the society..

P: maybe about we needing to help poor people..

T: Yes, and maybe you could question if I give 200 kroner do we know that the people will get them?

P: Yes because we know that some groups take money

T: But if we don't give the money who is going to help them

P: Yeah, that's true, I am sure about those foundations if they give all the money to ...how knows?

T: And I don't know who is the best and who is not...that could be a thing to look at, or you could look up in the media or the internet and see what is the news of today?

P: That's true

T: Is there anything else you are passionate about?

---

New pupil

---

T: \*Name\* What about you?

P: I was thinking about cross country maybe

T: OK

P: But that is not that serious...

T: No and also I think, the text should be about things you are passionate about, try to be a bit more...

P: Grown up?

T: Well, more that like the society, do we need these...maybe you can say ...do we need these gyms like SATS, Spent...do we really need them? Or is it just a waste of money? Should people be...manage to train themselves or??

P: They can do like me, like have all equipment at home..

T: Yes, like I do

P: Yes that is brilliant...

T: That's a brilliant idea, but maybe some of us, need a person to push us..

P: Yes that's right

T: and that is what is good with these centers, you will have someone who is rooting for you..

P: \*Acts out the role\* give me five, come on!

T: That could be a theme, but don't just present, discuss

P: OK I will not do that...

---

New pupil

---

T: What are you thinking about?

P: I don't know...training centers...I saw in VG, there are so many centers close to each other, so some has to shut down. One on Meny had to shut down.

#Technical failure# lost the rest of the conversation

---

New pupil

---

T: What are you thinking?

P: I don't know...

T: You don't know at all?

P: It is pretty hard to come up with something..

T: OK, maybe should try to check the local news, there might be things you can more relate to?

P: Yeah

T: It might be easier to relate to things in Bergen, because you are closer to it

P: But in the task we were supposed to convince our classmates...

T: Yeah..

P: In which way? In the right direction of what I mean..

T: Yeah, because when you have written argumentative texts you will have arguments for and against as well as a conclusion, you are going to try to tell us that your conclusion is the right one

Come on girls and boys lets fight for this, this is important bla, bla, bla

P: But are you going to argument for or against?

T: Eh..it depends what you want to argue for..

P: You need to argument both sides

T: No, no, you can just write it from one point of view to really convince them that this is the right thing to do, think or what ever..

P: Our computer is not working, can we borrow one?

T: Just knock on the door at a classroom, be very polite

---

New pupils

---

T: So how are we doing boys and girls?

P1: Good

T: Have you already found something to talk about?

P1: Can I write about Prison Break or?

T: What do you mean? In what way? What are you thinking?

P1: I don't know I have to come up with it later..

T: OK think a bit and then come ask me again, because I can't quite say yes or no because I don't know what you are...Prison Break what is it? A movie?

P1: Yes

T: Ok, then we are one step closer, but what...so you think that you are very passionate about this movie or series?

P1: Yes

T: No I think that is a bad idea, try to think about the society, like I told \*name\* yesterday I saw that this Trond mohn is going to give 40 million kroner for a new stadium, and maybe if you wanted a tas about that maybe you could say that...It is important that people that are rich that they give money to the city, that could be a case...

---

New pupil

---

T: \*name\* What are you thinking?

P: I don't know...

T: No? Maybe you should search the newspapers? BA, BT, Fanaposten because it is easier to find a local thing

P: Yes

---

New pupil

---

T: \*name\* Tell me

P: I have no idea...

T: You have no idea..OK, maybe you should search the internet, local news, BA, BT, maybe you can find something...\*Mentions Trond Mohn again\* important that rich people share their money, or the opposite, Bergen Kommune should pay...could be a thing..

We also know what happens in the world, there was a earthquake, should we help? Should the world send money? Or should they help themselves? Was that helping?

P: Yes

T: Perfect

---

New pupil

---

T: How about you girls?

P: We are deciding which ideas we could use..

T: OK, what kind of ideas do you have?

P: Animals and holidays and news conflict, and school.

T: Because you just wrote a text in nynorsk that could be a good starting point, about school?

P: I don't remember that task...

T: Ok no...maybe you could talk about how treat animals, is it ok that chickens are in small cages, is it ok that we test makeup on animals? In their eyes...so that we can have makeup that is safe? If you chose a task like that...you could say "I am against animal testing.." I know that you have a horse and you have a dog, so maybe you could say that, but we all know that in general animals are being treated very bad, very badly. In the zoo? Is it Ok to put wild animals in the zoo? Could be something to talk about.

P: Yeah, OK

T: OK? Was it helping?

P: Yes

T: Good

---

New pupils had other topics:

---

- School – how is it, teachers?
- Good and bad things about school
- Gaming – good and bad things
- Local stuff – this should/should not be like so and so in our city
- Earthquake in Nepal, world news? T: Important with help, argumentative not factual
- Gender equality
- Gay rights – equality

**Question from a pupil: Can the class turn around when I present?**

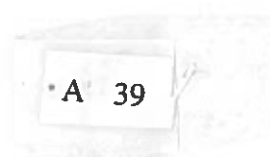
**T: Yes of course**

**P: Because I get so nervous, I was born with it..**

**T: OK, no worries**

**P: Perfect**

- Working out – training on gym centers – building muscles – not healthy until you are fully grown
- Elderly homes



- Animal police
- 

T: OK ! Let me just ...let the class share a bit!

T: \*Asks each student which topic they have chosen\*

- A few pupils do not want to share, they get away with saying "It's a secret"

T: Those of you who haven't found anything, it will be homework for tomorrow to come up with something that you can work with tomorrow cause we are going to have English class tomorrow as well and then I want you to sit here and work on your text..... shhhh excuse me \*pupils disturbing/chatting\* eh.. some of you have asked me if you are going to present a power point, No that is not what I want you to do, I want you to talk, hold a speech, but one person asked "may I please show some pictures" Yes of course you may but the idea was not that you were going to make a power point. And remember to bring a book tomorrow please. OK Thank You !!



## OBSERVATION TEACHER 3

Movie; The Kiterunner has just been shown in the class. **CLASSCONVERSATION**

1. T: So what do you think?
2. \*snoring sounds from some pupils
3. T: What's your first impression then? Did you like the film? Anyone?
4. \*giggeling pupils
5. T: Was it good or boring? What was it?
6. P: I kind of liked the happy ending.
7. T: you did like the happy ending? And why do you think it was a happy ending? Did you mean in taking the boy out of the country?
8. P1 girl: Yes
9. T: The bad situation? What do you think?
10. P2 boy: The same that she said
11. T: The same that she said...is this a country you knew anything about from before? Did you know anything about Afghanistan?
12. P3 boy: just a little bit, all that I knew was not the best country to live in. Has a lot of terrorists and it is a poor country and there is war there so it is not the best country to live in.
13. T: \*name\* did you want to say something? Did you have your finger up?
14. P4 boy: eh, no..
15. T: Do you know the Taliban, do you know that these people we saw at the end there, what do you know about them from before? Who are they?
16. P5: girl: dangerous
17. T: They're dangerous yeah. Why?
18. P6 boy: They are a group of terrorists, or a group of people that run around and do what ever they want.
19. T: Mhm. Did you see what they did to that woman? At the stadium.
20. P7 boy: They threw stones at her.
21. Yeah, why did they do that? What kind of thing had she done? What sort of crime had she committed?
22. P8 boy: I'm not sure, I just heard about it, they are unfaithful and can be stoned...

23. T: Yes, she had been unfaithful in her marriage. Do you think that's a crime?
24. Several pupils mumbling: no
25. T: What is it then?
26. Pupil 9 boy: Bad
27. T: It is bad, yes.
28. P10 boy: It is more of a moral crime...
29. T: Yes it is a moral kind of crime, more a moral issue...eh...and in Afghanistan she is punished to death by stoning. These people belong to which religion? The Taliban people?
30. P11 girl: Islam?
31. T: Yes, they belong to Islam, that's right. Are they still around? Do you know? The Taliban? Or are they gone? \*name\*
32. P12 boy: Yes, they are still there.
33. T: They are still around, they are not running the country anymore, but they are there. They are definitely around, they are lurking in the background.
34. P13 girl: They are even growing in numbers
35. T: They are even growing, yes, lots of people are attracted to the Taliban, why? Why do you think lots of young boys would be attracted to the Taliban? Are they really that cool?
36. P14 boy: No.
37. T: But lots of boys like them?
38. P15 boy: Maybe because their fathers were in the group?
39. T: Their fathers were in the Taliban? Or \*name\*
40. P16: They are forced it
41. T: They are forced to it, could be yeah.
42. P17 boy: Maybe there are different news down there, we learn different things, not to shoot the poor and kill people, and they learn other thing
43. T: Maybe they think that joining the Taliban is the same as being a good muslim?
44. P18 boy: they like to be violent
45. T: They like to be violent...maybe...and lots of little boys in that part of the world they dream of growing up carrying a gun, being able to tell your wife what to do, boss her around, do you think there are any girls in the Taliban? \*waiting\* Probably not...sitting at home. We have read a text about Malala and what she is fighting for, girls' right to go to school and that sort

of stuff. Now this is an immigrant story, can you see the guy who wrote this book? Do you know his name? Anybody remember?

46. Pupil19 boy: Amir

47. T: Yeah, Amir, OK, he is the main character here, who wrote the book about the Kite Runner?

48. \*writes the name on the blackboard\*

49. T: Do you think that Khalid Hossaini is writing about himself?

50. P 20 boy: Yeah

51. T: I don't know personally, but I could have an opinion, do you think Amir is actually based on him? Why do you think that? What is it about Amir that tells you that he could be sort of a mirror?

52. P21 boy: He is a write..

53. T: Yes, he is a writer, and we know that the author also came from Afghanistan, I'll let you in on a secret...Did you notice the very last scene...where Amir buys a kite...and just before he buys the kite he stands there talking to someone...I am pretty sure that someone is actually Khalid Hossaini, I think he actually is in this film, otherwise he is like a double ganger, very, very similar. The guy he stands talking to, I think he is Khalid Hossaini. Kjersti (me) do you know that? K: No, actually not..

54. T: No, he is so similar so I think it must be him, I think this is an autobiography, sort of. I thin K.H. also experienced something like this in Afghanistan, and he also lives in America now, and he has written three books, this being the most successful one. Now I would like you to find the answers to quite a few things, I would like you to write down your answers because we are going to use this at the classroom talk next time. Now, here are to many questions to go into, so what I am asking you to do now , is try to pick the questions that you are interested in saying something about. I'd like you to grab your....you could work with someone, some of the questions are about the film, some are about you, and it is up to you which ones you want to answer. I'd like you to spend the next 20-25 minutes.

55. There are questions on both sides of this paper, just take you pick and pick your conversation partner or partners, I do want you to write down something because we are going to use it..then you just go on...

---

**56. \*Teacher working the room talking to different groups/pairs**

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57. P: So we are starting to look at the questions...

58. T: Would you like to start at the top?

59. P: Yes

60. T: Where the question is did you like the movie, why/why not?
61. P: I'm not pretty sure if I liked it...
62. T: you're not pretty sure? Which means on a scale from 1-6 it is 3 or 4?
63. P: ....mmmm, something was good and something was not
64. T: Did it make an impression on you, will you remember this film and these people, or is it just another story?
65. P: I didn't know that they were having...ah..I knew that it was a lot of wars and but I didn't knew, didn't know how their lives were
66. T: Did you learn anything about their culture?
67. P: The kites were quite popular in their country?
68. T: Yes, for instance, that's right..\*addressing the other pupil in the group; what about you, did you like the film?
69. P: Sort of..
70. T: sort of, what was it you didn't like? Did you find it too violent again?
71. P: Sometimes
72. T: Sometimes, a couple of times? The woman being stoned...and when he beat Amir up at the end here? Yes that was quite...
73. P: And when Hassan was raped, I didn't like that
74. T: but you didn't get to see that?
75. P: No, but I knew
76. T: You knew what was going on
77. P(both): yes
78. T: The violence at the end is actually just as we have seen in "Once were worriers", has does mostly the same thing as Jake in that movie does
79. P (both): mmm...
80. T: using his knees, his fists, banging his head against..
81. P: Yeah, that's true
82. T: Do you think the violence was unnecessary? Could we just have heard it through the wall for instance?

83. P: Of course, but in islam the Taliban is quite violent, we knew that from before so it is just a part of being, yeah

84. T: mhm..

85. P: the Taliban using force

86. T: What do you think this writer thinks about the Taliban?

87. P: He don't like them..

88. T: Not at all..

89. P: He shows their bad sides

90. T: especially, I don't think it is a coincidence that the bad guy in the story who abuse boys and so on, he turns into a Taliban

91. P: \*laughs\* That's true

---

92. T: How did you find the movie?

93. P: Quite long actually, I don't remember...

94. T: Do you know how they do it, cut the kite cords? Do you understand how it is possible?

95. P: Maybe the corner of the kite..is hitting the string

96. T: mhm...that's what they do..What is the competition about? What was it Hassan was so good at?

97. P: Either it is the last man standing or it is to cut down the most kites..

98. T: that's right

99. P: You almost have to be the last man standing to cut down the most...

100. T: And then you have a runner who runs and tries to find where they hit the ground, mhm. So if you grew up in Afghanistan maybe this would be like..

101. P: A football match

102. T: like football to us, they really don't have a football culture

---

103. P1: What do you think about Hassan and Amir's friendship?

104. P2: It was lame

105. P1: Yeah..

106. P2: Amir did not appreciate Hassan's help enough he didn't treat Hassan as good as he could

107. P1: Hassan was really good to Amir but Amir was too afraid to help Hassan and he was to scared
108. T: to do what?
109. P1: to help him...
110. P2: When Hassan got raped
111. P1: By gay people..he just stood there and watched as his best friend got mutilated
112. P2: Yes, he didn't want to be hurt himself, or raped himself
113. P1: he could have just, there was a group of people just standing around next to the..he could have.. "excuse me my friend is getting raped..."
114. P2: No...we're kidding
115. P1: I would just say; Allah Akbar
116. P1+2: \*giggling
117. P1: Have you ever had a friend as loyal as Hassan?
118. P2: No, all my friends are shit
119. P1: \*laughing\* I don't really know how loyal my friends are I have never really get put in that situation, where loyalty would come across, I haven't really thought about it.
120. P2: I do believe my friends are quite loyal..
121. P1: Yeah, that's good
- 
122. P1: Did you like the movie?
123. P2: Yeah, you know what I kind of liked the movie, it was ok you know
124. P3: Very fun movie
125. P1: Amir overheard Baba say that he was disappointed \*giggles, jokes\*
126. P2: Amir overheard Baba say that he was disappointed that Amir doesn't stand up for himself anymore, have you ever overheard your parents talking about you when you weren't meant to hear, what did that make you feel?
127. P3: That made me feel pretty crap
128. P1: I have heard they talking about me when I listen
129. P3: That suck you know, do you hear what I am saying, when I am downstairs taking a cup of tea you know, I am going to bed, you know I hear my parents shouting at me, man it is crap man

130. P2: Maybe if they are talking about me they listen when I come, because when I come \*stomps with feet on the floor
131. P1: Does Amir stand up for himself or Hassan later in the film?...Nooooo, I said, he was a fake friend
132. P1: Have you ever disappointed your parents in that way? ...Nooooo not in that way, but I have got some bad grades
133. P1: What do you think Amir should have done when he saw the boys taking Hassan? He should have told them to get away because they raped him oh my god, that's terrorists
134. P3: Vær så snill...
135. P2: Go ahead and kill yourselves
136. P1: See you later...
- 
137. P1: Amir overhears Baba saying he is disappointed that Amir doesn't stand up for himself anymore, have you ever overheard your parents talking about you when you weren't meant to hear? How did it make you feel?
138. P2: No sorry I haven't got that feeling
139. P1: So your parents don't you ever overheard them
140. P2: Yes I have but not when they are talking about me, just when they are talking about some other stuff so, have you?
141. P1: Not really
142. P1: Does Amir stand up for himself or Hassan later in the film? In what ways?
143. P2: Yes, he bring Hassan's son back to America, and he is fighting for his rights so, yeah
144. P1: Why did Soraya the general throw away Amir's story, why did he threw it away?
145. P2: He doesn't want his daughter to read stories, from some shitty kid, I don't know
146. P1: I think that his father don't think he can make money on writing, so he wants him to get a real job
147. P2: he is a douche bag...
148. P1: You pick a question...
149. P2: mmmm...Why do you think Hassan and his father left? They left because Hassan told him that he and Amir wasn't good friends and that Amir hid the watch away, and he hasn't told it, I think Hassan told his father...

150. P1: Yeah, that might be one thing, but I think that they didn't trust them anymore, it is hard to explain..
151. P2: Yes because of the watch
152. P1: yes he made it look like stealing
153. P2: What should Amir tell his nephew when he says he is dirty?
154. P1: Where are you?
155. P2: This question...he is gonna say yes you dirty boy!
156. P1: Well he said no he isn't dirty...
157. P2: Yes but he should say; yes you dirty boy
158. P1: No he shouldn't...you're a dirty boy come here with me and I will clean you up inside \*giggling
159. P2: You are nasty
160. P1: That sounds SO wrong
161. P2: Yeah....
162. P1: Next question..
163. P1: What do you think Amir should have done when he saw the boys assaulting Hassan, why didn't he act?
164. P2: I don't know, actually have no idea
165. P1: Maybe he was afraid he would be beat up as well, raped?
166. P2: Yeah
167. P1: They might have both experienced it..
168. P2: Yes that is pretty nasty getting raped by older kids, he is afraid so, he should stand up for his brother!!
169. P1: But they didn't know
170. P2: Yes, but in muslim they all call each other brother, and they were best friends, poor dickhead
171. P2: Which character do you identify with the most? Why? I'm his father, I'm a rich boy...
172. P1: I don't really know
173. P1: Next question..



174. P2: It was the last one, we are done!
175. P1: No, no, no
176. P2: We're done!
177. P1: How do you think Amir felt later about Hassan? After the rape?
178. P2: I don't know, it didn't seem like I felt terrible, because he didn't do anything for Hassan, and Hassan probably had his ass hurt, I believe that..he was sad because his best friend didn't stand up for him when he was raped
179. P1: Hassan knew that Amir knew that he was raped, and Amir knew that Hassan knew that he knew...
- 
180. T: It can turn you into a very different person, you see the Amir character he is turning into a much better person in the end, finally he is actually running to get the kite, just like Hassan
181. P1: Next question..How do you think Amir felt later..
182. P2: We have already...
- 
183. T: this guy he walks around with this inferiority complex, and he feels deep down that Hassan is a much better boy than he is...
184. P1: So he is jealous?
185. T: he is jealous, you see the way his dad treat his son on his birthday, takes him riding in the car, buy him a kite, you don't do that ....I think he has a big pain inside of him. He is a bit of a coward and a soft boy when he is a boy
186. P1: We were talking about that if it was possible to love a person so much that you would actually hurt them...
187. T: Mhm... Do you think he loved Hassan or do you think he just took advantage of him?
188. P2: I don't know I thought it was really complicated, complicated relationship
189. \*from another group\* P: Are we finished now?
190. T: \*clapping a rhythm\*, pupils clap back
191. T: We will continue on Monday, thank you and get out of here \*with a smile\*

2

- Did you like the movie? Why or why not?
- Have you ever participated in competitive kite flying, where you “cut” your opponents kite? How do you feel about that sport?
- What do you think of Hassan and Amir’s friendship? Was Amir using Hassan? Why or why not?
- Have you ever had a friend as loyal as Hassan?
- At any time in the movie, did you think that Hassan and Amir were brothers? What were the clues? Were you surprised when you found out? Why or why not?
- Amir overhears Baba say that he is disappointed that Amir doesn’t stand up for himself more. Have you ever overheard your parents talking about you when you weren’t meant to hear? If so, how did that make you feel?
- Does Amir stand up for himself or Hassan later in the film? In what ways?
- Have you ever disappointed your parents? In what way?
- What do you think Amir should have done when he saw the boys attacking Hassan? Why do you think he didn’t act?
- How do you think Amir felt later? What about Hassan?
- Why did Amir throw the fruit at Hassan? What did you think about Hassan’s reaction? Why did he smear the fruit in his face?
- Why did Baba react negatively to Amir asking if they could get new servants? What was the motivation behind Amir asking this question?
- What do you think of Baba’s comment “you bring me shame”?

# 2.

- Why do you think that Amir framed Hassan for stealing his watch? Why did Hassan admit responsibility for it, when he didn't do it?
- Do you think Baba is an honorable and ethical man? Why or why not?
- Why do you think Hassan and his father left?
- Why did Soraya's father, the general, throw away Amir's story?
- What did you think of the conditions of the orphanage that Hassan's son had been at?
- The director of the orphanage admits that he has to sell kids to the Taliban in order to keep the orphanage from suffering worse consequences. How do you feel about that? Did he have other choices? If so, what were they?
- In the film, a young man and woman were stoned to death for committing adultery. Do you think people should be punished by the law for adultery? Why or why not?
- Did you recognize the Taliban leader as being Assef? What clued you in?
- Hassan's son tells Amir, that Assef "used to get me." What do you think the boy meant?
- What should Amir say to his nephew when he tells him he is dirty?
- Amir confronts the general for his racist slur towards his nephew. How do you think Baba would have felt if he knew that Amir stood up for Hassan's son?
- Which character do you identify with the most? Why?

1. What is “danning” to you?

To me that means skills and knowledge that is part of being an educated person who can be an active and enlightened citizen. There is some knowledge that is taken for granted in a society, and there are certain skills you need to be able to live a good and productive life, and this amounts to danning.

2. How do you think “danning” relates to teaching English?

When it comes to English, I think the term includes knowledge and skills that are especially relevant in English-speaking countries. For instance cultural references that every Englishman has, or have language skills that makes one able to adapt one’s language to the specific situation in an appropriate way. A set of skills and knowledge that enables enlightened communication, in a sense.

3. In your opinion what is Intercultural competence?

It refers to some of what I mentioned above, I think. It means to be able to understand and acknowledge other people’s cultures and basically knowing “where people are coming from” so that you can meet them with respect and understanding.

4. How do you think Intercultural competence relates to teaching English?

In English, it would be the same as above, but with specific focus on English-speaking countries and also skills and knowledge needed for a “global citizen”.

5. How would you describe to “be reflexive” about a topic?

I would say it means to be able to reflect on topics, to see other points of view than your own and find a wider understanding.

6. Do you find that being reflexive about things has anything to do with intercultural competence or “danning”? If so what?

It is a necessary skill to acquire intercultural competence and is an essential part of danning, I think. Unless you reflect, your knowledge and understanding will remain superficial.

Tilleggsspørsmål på mail:

Kjenner dere til CERF?

The Common European Framework of Reference for Languages?

Lest eller tatt hensyn til det noen gang?

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Mailsvar 1:

Jeg kjenner til det, men det er lenge siden jeg har lest det og jeg bruker det ikke aktivt.

## Teacher B e-mail interview

Sorry for my late answer!!! (and maybe short ones...)

1 For me "danning" is to learn how to behave.

2 "Danning" relates to teaching English by that the teacher learns the students that they might need to behave in another way in a foreign country – be more polite, respond in a correct way etc

3 Intercultural competence is to understand and know how the culture is in another country and what is expected of you in certain situations.

4 Intercultural competence relates to teaching English by that the teacher tries to pass on knowledge of the way others are living and how their culture is.

5 To be reflexive about a topic is for me to think, ask questions, look into and be interested.

6 I think you need to be reflexive about things when you try to achieve intercultural competence or "danning". You need to understand why things are the way they are.

Tilleggsspørsmål på mail:

Kjenner dere til CERF?

The Common European Framework of Reference for Languages?

Lest eller tatt hensyn til det noen gang?

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Mailsvar 1:

Kjenner ikke til CERF.....

**I may be totally stupid, but at least I'm quick, right?**

1. What is "danning" to you?
2. How do you think "danning" relates to teaching English?
3. In your opinion what is Intercultural competence?
4. How do you think Intercultural competence relates to teaching English?
5. How would you describe to "be reflexive" about a topic?
6. Do you find that being reflexive about things has anything to do with intercultural competence or "danning"? If so what?

This is just about as far from my field of expertise as it's possible to come, but I'm prepared to do just about anything for a bottle of red.

1. Frankly I don't know. I'm probably a very shallow person (and a lousy teacher) but I have absolutely no idea whether such a word exists in English. There's a Norwegian term - danning, dannelse, which has something to do with your behaviour according to certain norms. Rather outdated now it's commonly used by the older generation, when trying to transfer their own values to younger people. I never use it myself.
2. Assuming danning is the same as danning/dannelse in Norwegian, I can't really see any connection.
3. It's the study of other cultures, between countries as well as subcultures within the country. You show signs of intercultural competence when being able to explain individual behaviour by referring to cultural differences.
4. It's an important part of the field of English. And it's sorely needed. Way too many English teachers know every single rule of grammar there is in the book, but can't tell the difference between Oakland and Auckland. Broad knowledge of English speaking countries around the world and their history and culture is expected and required when our 10. graders leave us.
5. Unless you mean reflective (and somehow I think you don't) I have absolutely no clue.
6. Since I only know one out of three words, my answer will have to be no. (I'm not much help, am I? There's bound to be some English teachers out there who know all this fine theory by heart and make use of it every single day instead of just grabbing the first book that falls out of the shelf and pretending to be teaching) The more I look at the word **reflexive**, the more I feel like closing this document and turn to mr Google for guidance, but my scout's honour forbids me to do just that.

Tilleggsspørsmål på mail:

Kjenner dere til CERF?

The Common European Framework of Reference for Languages?

Lest eller tatt hensyn til det noen gang?

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Mailsvar 1:

Ja, jeg pleier å ta det med meg til sengs hver kveld og kose meg med en 10-12 paragrafer. Mang en natt går det både to og tre timer før jeg klarer legge det til side...

Nytt spørsmål :

Kryptisk svar...

Skal jeg tolke det som at du ikke kjenner til CERF?

Mailsvar 2:

Nei hvordan kan du tro noe slikt? Etter at jeg la Bibelen og Koranen på hyllen, har jeg valgt å ha CFERFR som min faste følgesvenn og ledestjerne. Tross alt er jeg bare en liten brikke i det store maskineriet som heter Bergen Kommune, og den eneste grunnen til at jeg får undervise i engelsk på En Skole På Høyden er at jeg skulle slutte å rane pensjonister på vei hjem fra NAV på Nesttun.

Mailsvar 3:

Nå har jeg googlet CERF og funnet ut at det er FNs nødhjelpsfond. Dessverre var det nypløyd mark for meg... (PS. Jeg er ikke (name of teacher 3)...) )

Revidert 27.06.16

# STRATEGISK PLAN

XX

2016 - 2020

Denne planen bygger på tidligere strategisk plan for 2012 - 2016 og på Bergen kommunes nye plan for kvalitetsutvikling i bergensskolen 2016/17 -2019/2020, «Sammen for kvalitet - læring». Vår lokale strategiske plan må justeres i implementeringsperioden til «Sammen for kvalitet - læring».

- 1. Sammen for kvalitet - læring**
- 2. Skolens verdigrunnlag**
- 3. Skolens arbeid med elevenes faglige og sosiale kompetanse**
- 4. Skolens strategi for utvikling av egen organisasjon**
- 5. Tiltaksplan for skoleåret 2016/2017**



# 1. SAMMEN FOR KVALITET - LÆRING

Sammen for kvalitet - læring, er en plan for alle skoler i Bergen kommune og gjelder for perioden 2016 - 2020. Planen skal implementeres i løpet av en 2-årsperiode.

- **Visjon**  
Kompetanse for alle i mulighetenes skole
- **Strategiske prinsipper**  
Sammen for kvalitetsutvikling  
Alle drar i samme retning  
Inn i klasserommet
- **Satsingsområde**  
Læringskompetanse for det 21. århundre - målrettete og medvirkende elever

## 2. VÅR SKOLES VERDIGRUNNLAG

### VISJON

XX

**En skole på høyden.**

En skole der læring og trivsel er i fokus.

En skole som gir ansvar og stiller krav.

En skole der elevenes kreative evner får utvikle seg.

En skole som er innbydende.

En skole som bygger på et sterkt samarbeid med hjemmene.

## LÆRINGSSYN

XX skole bygger sin opplæring på et bredt kunnskapssyn der den sosialkonstruktivistiske læringsteorien står sentralt. Målet er å gjøre opplæringen motiverende og variert, slik at elevenes utbytte blir godt og at de opplever den relevant og givende.

### Sentrale faktorer:

Elevene er aktive i læringsprosessen.

Elevene lærer gjennom å samarbeide med andre.

Elevene skal få opplæring og trening i medbestemmelse og demokrati.

Elevene skal lære å møte andre mennesker med respekt.

Elevene lærer best med utgangspunkt i sine forkunnskaper.

Elevene skal ha mulighet for undring og utforskning av problemstillinger.

Elevene skal ha mulighet til å ta i bruk sine talenter.

Det stilles forventninger til elevene.

## SLIK ØNSKER VI AT VÅRT LÆRINGSMILJØ SKAL VÆRE

Elevene er trygge på skolen.

Læringsforløpene er effektive og tydelig ledet.

Skole og hjem er gode samarbeidspartnere.

Det er gode relasjoner mellom elevene.

Det er gode relasjoner mellom elever og lærere.

Elevene opplever tilhørighet til skolen.

Klasserommene er innbydende.

## VERDIREGLER

Skolen har en plan for trivselsfremmende og holdningsskapende arbeid. I denne planen finner vi blant annet våre verdiregler.

*Jeg er her for å lære*

*Jeg møter andre mennesker med et smil*

*Jeg får andre til å trives på skolen*

### 3. SKOLENS ARBEID MED ELEVENES FAGLIGE OG SOSIALE KOMPETANSE

#### STRATEGI FOR Å UTVIKLE ELEVENES FAGLIGE KOMPETANSE INNENFOR UTVALGTE SATSINGSOMRÅDER

XX skole møter elevene med faglige utfordringer som gir dem noe å strekke seg etter, samtidig som de må oppleve mestring. Elevene møter klare mål for opplæringen med læringstrykk og forventninger. Målet er å øke kunnskapsnivået og det totale læringsutbytte hos alle elever.

#### For å oppnå dette vil vi gjøre følgende:

- Skolens ledelse arbeider for å få til en felles forståelse, aksept og eierskap til mål og tiltak knyttet til satsingsområdene.
- Skolens ledelse tydeliggjør roller og ansvar.
- Skolen fordeler ressursene slik at satsingsområdene prioriteres.
- Skolen legger opp til kompetanseheving for ansatte innenfor satsingsområdene.
- Skolen utarbeider en årlig tiltaksplan som viser konkrete mål og tiltak innenfor satsingsområdene.
- Med utgangspunkt i satsingsområdene formulerer skolen læringsmål for elevene.
- Læringsmålene formidles til elever og foresatte på en klar og tydelig måte.
- Elevenes faglige kompetanse kartlegges før og etter arbeid med satsingsområdene.
- Skolen gir elevene og foresatte jevnlig tilbakemeldinger som identifiserer styrker og svakheter og veileder til videre læring og utvikling (framovermeldinger).
- Skolen vurderer elevenes oppnåelse av målene og gir vurdering i forhold til dette.

## STRATEGI FOR Å UTVIKLE ELEVENES SOSIALE KOMPETANSE

XX skole ønsker at alle elever skal oppleve et læringsmiljø som fremmer trivsel, helse og læring. Høy sosial kompetanse danner grunnlag for god læring og aktiv deltakelse i samfunnet. Elevene gis mulighet til å tenke gjennom og klargjøre for seg selv hvor de står når det gjelder verdier, til å hevde egne verdistandpunkter og til å ta ansvar for egne handlinger. Målet er at elevene skal utvikle kunnskaper, ferdigheter og holdninger for å kunne mestre livene sine og å kunne delta i arbeid og fellesskap i samfunnet.

### For å oppnå dette vil vi gjøre følgende:

- Skolens ledelse arbeider for å få til en felles forståelse, aksept og eierskap til at arbeid med sosial kompetanse skal gjennomføre all opplæring.
- Skolen drives etter forpliktende planer for utvikling og bevisstgjøring av sosiale ferdigheter hos elevene.
- Skolen bruker metoder for utvikling av sosial kompetanse.
- Skolen arbeider for at elevene får videreutvikle sine evner til erkjennelse, innlevelse og deltakelse.
- Det synliggjøres hva skolen mener er adekvate sosiale ferdigheter for hvert trinn.
- Skolen gir elevene og foresatte jevnlig tilbakemeldinger som identifiserer styrker og svakheter og veileder til videre læring og utvikling (framovermeldinger).

## PRIORITERTE SATSINGSOMRÅDER

Satsingsområdene er valgt ut fra nasjonale og kommunale føringer som omhandler kvalitetsutvikling i grunnskolen. Bergen kommune har følgende satsingsområde i perioden 2016 - 2020:

«Læringskompetanse for det 21. århundre - målrettete og medvirkende elever»

Skolen har valgt følgende satsingsområder for perioden 2016 - 2017:

- Skrivning som grunnleggende ferdighet - skrivning på fagenes premisser
- Sosial kompetanse
  - \* Dembra
  - \* Olweus

Skolen har i alt pedagogisk arbeid fokus på:

- Klasseledelse/relasjonsbygging
- Vurdering
- Sosiale kompetanse og psykososialt læringsmiljø
- Pedagogisk ledelse

Dette vil stå sentralt også i de prioriterte satsingsområdene.

### **Skrivning som grunnleggende ferdighet - skrivning på fagenes premisser**

Skriveferdigheter er viktig for elevens læring i alle fag, for å greie seg i både arbeid og hverdagsliv og for egen identitetsutvikling og dannelse. Målet er at elevene som ågr ut av ungdomstrinnet skal kunne bruke skrivning som et redskap for å utvikle egne tanker og egn læring, og være i stand til å utforme tekster som er tilpasset innholdet og formålet med skrivingen.

Tiltaksplanen for 2016 - 2017, satsingsområde skrivning, bygger på dette.

### **Sosial kompetanse**

Å kunne kommunisere, samhandle og delta i ulike sosiale sammenhenger blir enda viktigere enn før, både for samfunnet og for den enkelte.

Skolen har som mål å stimulere elevenes utvikling av personlighet og identitet, og å utvikle etisk, sosial og kulturell kompetanse og evne til demokratiforståelse og demokratisk deltakelse. Opplæringen skal motvirke mobbing, fordommer og diskriminering og fremme gjensidig respekt og toleranse mellom grupper med ulike levesett.

Tiltaksplanen for 2016 - 2017, satsingsområde sosial kompetanse, bygger på dette.

### 3. SKOLENS STRATEGI FOR UTVIKLING AV EGEN ORGANISASJON

#### SKOLEN SOM LÆRENDE ORGANISASJON

XX skole ønsker å være en lærende organisasjon som gjenspeiler det samfunnet vi er en del av. En lærende organisasjon viser vilje til kontinuerlig utvikling og nytenkning i et fellesskap som gir mening for den enkelte.

#### For å oppnå dette vil vi gjøre følgende:

- Skolens ledelse arbeider for å få til en felles forståelse, aksept og eierskap til mål og tiltak knyttet til utviklingsområdene.
- Skolens ledelse legger til rette for at lærerne kan lære av hverandre gjennom samarbeid.
- Skolen er åpen for impulser utenfra og legger til rette for medvirkning fra elever og foreldre.
- Skolen har et system som fremmer kontinuerlig kompetanseutvikling.
- Skolen legger til rette for god kommunikasjon mellom ledelse, lærere, elever og foresatte.
- Skolens ledelse, sammen med den enkelte lærer, reflekterer over praksis i klasserommet.
- Skolen evaluerer jevnlig sine planer.

#### EVALUERING AV SKOLENS STRATEGISKE PLAN

Med utgangspunkt i nasjonale og kommunale føringer, den generelle samfunnsutviklingen og skolens egne erfaringer foretas det en årlig evaluering av skolens strategiske plan.

Skolen er bevisst i forhold til valg av metoder for evaluering. Metodene må innebære medvirkning fra alle ansatte, elever og foreldre.

## 4. TILTAKSPLAN FOR 2016 - 2017

Tema	Mål	Tiltak	Ansvarlige internt/eksternt	Evaluering
<b>Grunnleggende ferdigheter</b>  <b>SKRIVING</b>	<ul style="list-style-type: none"> <li>Lærerne driver systematisk skriveopplæring i alle fag.</li> <li>Elevene kan uttrykke seg skriftlig på fagenes premisser.</li> <li>Elevene kan bruke skrijving på en relevant måte i forhold til formålet med skrijvingen.</li> <li>Elevene kan formidle sin fagkompetanse gjennom skrijving.</li> </ul>	<ul style="list-style-type: none"> <li>Videreføre kompetanseheving for alle lærerne i det å drive god skriveopplæring i alle fag.</li> <li>Ta i bruk og øve på metoder presentert i 15/16 til dette har blitt skolens praksis</li> </ul>	Ressurslærerne i UIU  Skolens lederteam  Skolens plangruppe  Fagavdelingen	Lokal kvalitetsoppfølging der arbeidet med skrijving evalueres. <ul style="list-style-type: none"> <li>Informanter i dette arbeidet                             <ul style="list-style-type: none"> <li>Alle elevene</li> <li>FAU og klassekontaktene</li> <li>Alle lærerne</li> </ul> </li> </ul>
<b>Sosial kompetanse</b>	<ul style="list-style-type: none"> <li>Skape et demokratisk og inkluderende læringsmiljø som verner mot mobbing og trakassering.</li> <li>Elevene kan kommunisere, samhandle og delta i ulike sosiale sammenhenger</li> </ul>	<ul style="list-style-type: none"> <li>Deltakelse i Dembra - demokratisk beredskap mot rasisme og antisemittisme</li> <li>Institusjonalisere Olweusprogrammet i hele personalgruppen</li> </ul>	Lokalt Dembra team Skolens lederteam  Olweusinstruktør Skolekoordinator Skolens lederteam	Lokal kvalitetsoppfølging der arbeidet med sosial kompetanse evalueres. <ul style="list-style-type: none"> <li>Informanter i dette arbeidet                             <ul style="list-style-type: none"> <li>Alle elevene</li> <li>FAU og klassekontaktene</li> <li>Alle lærerne</li> </ul> </li> </ul> System for kvalitetssikring etter Olweusprogrammet