



VIRKSOMHEDSPLAN

Børneskolen Bifrost

THE FIRST NARRATIVE

Rainbow Overture

Before borders and generals
were the rivers
and the whales song in the oceans –
and the sea horses swirling dance
between the corals and the stones

The moist rainforest existed

Before the hourglass
were ants processions
and the dark cheek of the moon
waiting in space

The wistful poppy existed

Before statues
were nameless meadows
and the heather's little bell
nodding in the wind

The violet blue butterflies existed

Before mirrors
were the crystal
and the raindrop
transformed into a sparkling eye
coloured thousand fold against the sky

The jubilant rainbow existed

Susanne Kristensen

ONCE UPON A TIME ...

There was a time when borders, generals, the hourglass, statues and mirrors were not to be found. There was only the song of the whales in the oceans, the dark cheek of the moon, the violet blue butterflies, the sparkling eye of the raindrops and the rainbow. There was also a time, before 1987, when Bifrost Children's School did not exist.

In ancient times the first men saw the rainbow in the skies. They wondered and called it Bifrost. It wasn't only gigantic, but also beautiful, painted in six colours: red, orange, yellow, green, blue and violet. The name of the school had to be Bifrost. Because things must have names, so that one may know what one is talking about.

The old Norse myths tell that it was Odin who built the rainbow between the worlds of the gods and mankind. Bifrost was the most perfect of all bridges and built with greater skill and knowledge than all other creations. Even though it seemed so light and elegant, it was most solid. And at its end a treasure was hidden.

The Children's School Bifrost must, like the rainbow, be light and elegant, but built solidly with skill and knowledge. All the colours of the rainbow, in the form of songs, music, art, narratives, poetry and dance, should mould its inner life. Like Odin's rainbow, which connected heaven and earth, Bifrost Children's School should build bridges between

culture - nature
past - present
hand - spirit
sensuality - reason
fantasy - reality
adventure - experience
play - work
idea - execution
form - content
art - science
theory - practice
impression - expression
school - society
individual - fellowship

The gods made use of the rainbow bridge when they each day rode to their parliamentary meetings at the well of wisdom by the roots of the tree Ygdrasil. At the parliament they deliberated, held meetings and decided on new avenues, because all was not easy to understand. That was the way it also must be at Bifrost Children's School, where the children must learn how to express themselves and intervene through dialogue. They must sit at the well of wisdom and learn to understand through history and the great narratives, whose roots extend far into the ancient earth.

But, because of the evil giants, all was not good in those ancient times. A sentinel was placed at the bridge. The god Heimdal was the sentinel. He was handsome and his teeth were of gold. Heimdal owned a horse named Gold Top. Once, he rode over the bridge to see if all was well. But mostly he stayed by the foot of the bridge. Heimdal was a good sentinel. He could see a hundred miles to the front and a hundred miles behind. He saw just as well in the dark as in daylight. His ears heard so well, that he could hear grass grow in the soil and wool

grow on the backs of the sheep. No evil giant could surprise him. No troll could sneak behind him, because his sleep was lighter than that of a bird.

At Bifrost Children's School, the children must learn by

- sensing the world - sensing themselves
- experiencing the world - experiencing themselves
- enlightening themselves with the world - enlightening themselves
- living in the world - being themselves
- identifying themselves with the world - understanding themselves
- changing the world - changing themselves

Heimdall owned a mighty trumpet, Gjaller-horn, which could be heard throughout the world when he blew into it. But he only blew into the trumpet when there was danger. In a democratic society and in all human relations it is important that children learn to assess good and evil and voice their opinions. Because the evil giants do exist.

The myth tells us that there burns a fire over Bifrost that protects all the exquisite places in heaven.

Let there burn a fire over Bifrost Children's School that will protect all the exquisite places on Earth.

Let the great narrative of Bifrost also be the narrative of a great school.



THE SCHOOL VISION

What is important is not
what we are
but what we
could be
can't be yet
but can and shall become some day
be some day

Inger Christensen, "Det"

Bifrost Children's School is a school

- **where children can develop into wise and active people, i.e. people who are courageous and cheerful**
- **where children gain insight into the coherence between nature and culture, so that they may be able to act responsibly and earn a good life both now and in the future**
- **that respects the individual's right to the best possible life under the given circumstances, at the same time respecting communal fellowship.**

The vision is vivified by

- a school that is rich in possibilities, that can provide a breeding ground for creative thinking and free will
- children meeting a variation of values and norms that in turn develop their own sets of values and norms
- children learning to classify and appraise information
- dynamics that strengthen the ability to form entireties
- a school with an inspiring and sensual environment within the framework of daily life
- giving children a good foundation through insight into the world of art and culture as a natural part of school life
- cultivating the ability to learn and developing cultural proficiency
- an education comprising of knowledge and cultural breeding
- the development of the ability to imagine and reflect over the world and our activities within it
- children gaining knowledge of all things strange
- developing horizons that reach out past what is given

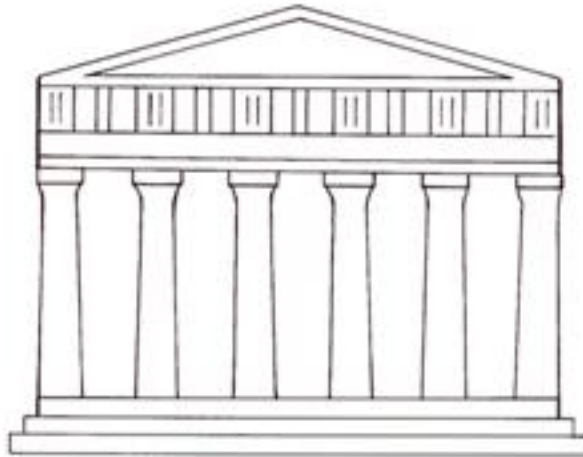
- developing self-dissociation and the art of changing perspective
- building bridges between children's own experiences and qualifications and those experiences and conditions that exist outside themselves
- contemplating the world from a critical-humanistic viewpoint
- viewing the world as something that can be changed through active intervention
- teaching children to form their own frameworks and objectives for their actions
- giving children the opportunity to become active participants in a dynamic, character-generative and democratic fellowship built on dialogue.



THE ESSENTIAL VALUES OF THE SCHOOL

“Most people know that the brain has something to do with intelligence, thinking, acquisition of precise knowledge, inventions, Einstein and the like. Few bother learning that the common denominator in our heads is, more than anything else, communication between people. Also the most ingenious. Whether it be from our faculties or feelings.

Goleman



The Greek temple has been chosen as a symbol of our school's values, i.e. the school's foundation in history, culture, art and democracy.

The foundation	is the school's view of human nature, society, learning ideals
The pillars	are the school's values
The lintel	is the school's spirit
The roof	is the school's vision

The foundation

The foundation is the school's historic base, which builds on a humanistic, culture-historic and critical-formative view of human nature. The school's culture is anchored in pedagogical, psychological, cultural, historic and social values. The school's culture is progressively debated in relation to new theories, knowledge and development.

The foundation consists of three levels:

View of human nature

All knowledge is created by man, stored in our experiences and communicated in our history and culture.

The school has a moral and ethical responsibility and must build its activities on spiritual and cultural values, which allows children to orientate themselves in life and cope with life. People gain insight because life reveals itself to them. Through contact with nature and our cultural heritage, i.e. actions, thoughts, feelings and expressions combined with reason, reality,

art and knowledge, we acquire an understanding of our world, mould ourselves and are given the chance to change the world. Knowledge and education in conjunction develop our ability to imagine and reflect.

Social viewpoint

Our globalised world can be changed and improved upon. Our school's education stems from the super-spheres NATURE and CULTURE. These must propagate a historically coherent understanding, which illustrates the unified whole that we are a part of. A combination of culturally and scientifically based education must provide the understanding and knowledge that modern man needs in order to navigate in a globalised world.

Learning ideals

Development of our competences must comprise all the different layers in our competences, i.e. skills, abilities, knowledge, attitudes and values as equally important dimensions, in order that we can administer nature, society and ourselves optimally.

Reflection as an integral part of professionalism and social relations must be weighted.

A social and cultural atmosphere that encourages our ability to relate and contemplate must be developed.

The development of personal competences must on all levels permeate the different school subjects.

The school's operations are built upon:

The initial experience: Culture-historic platform – Confrontation – Provocation – Understanding – Fellowship – Unity

Dialogue: Discourse – Debate – Sharing of responsibility – Participation in decision-making

Work well-done: Self-management – Decision-making – Execution – Appraisal

Insight in necessity: Necessary insight

The pillars

Aesthetics embraces quality before quantity in social and work activities, contents and surroundings.

Dialogue and sincerity on all levels embrace tolerance, mutual inspiration, common understanding of pedagogical ideals, room for personal problems, an active and involved group of colleagues.

Presence and social interaction embrace well-functioning interplay and team-cooperation. Problems are a concern for all, where each and everyone can give and respond to help, and are seen and heard. It is a matter of explicit leadership and colleagues.

Self-management and participation in decision-making embrace influence on own and the entire work situation, flexibility, doing what one is good at and trust in one's abilities.

Challenge and reflection embrace personal challenge, having a passion for something, new challenges, a learning and lively organisation, cooperation but also opposition, a short distance between idea and implementation, no habitual thinking, anything is possible, involvement, open and reflexive attitude, continual injection of new input, willingness to try new things, to see possibilities and things from new perspectives, with room for originality.

Professionalism embraces distinct attitudes, ongoing training, professional and pedagogical/psychological competences, an inquisitive and vibrant team of colleagues, common norms, attitudes and conduct.

The lintel

The lintel, common to all six pillars, is adorned with the words **humour, originality, craziness, wryness, daring, poetry**. These six concepts characterize the combined activities of the school. One can also say that they describe the spirit of the school.

The roof

The roof of the Greek temple is the school's vision – “The visionary man”, i.e. competent people who, with a solid foundation in life's circumstances and cultural contexts, are able to formulate ideas about how the world could be instead of how it is. People who draw on their knowledge and ability to reflect in order to involve themselves dynamically and creatively. People who dare take responsibility both for themselves and for society and who understand the importance of dialogue and debate. Trustworthy people who are in possession of coherence between goals – motives – knowledge – emotions – performance.

Visionary people are competent on a personal, humane and social level, because they possess **COURAGE** and **APPETITE FOR LIFE – THRIVING INTELLIGENCE – FANTASY** and **CONCEPTIVE ABILITIES – SINCERITY** and **VITALITY**.



THE QUALITATIVE LEARNING PROCESS

School life from the beginning to the end

In school we were given the chance to explore the colourful universe of our fantasy.

In school we were given the chance to express our own opinions and attitudes.

In school it was confirmed that life is more than mathematical formulas.

In school we learned to see the world in a new perspective.

In school we learned to respect one another and to cooperate.

What we didn't know was that all this would one day be of benefit to us.

Martin, 9th class, Bifrost Children's School, 1993

Lessons at Bifrost Children's School are pivoted around four central axes which are called "The Qualitative Learning Process". The development of competences finds place in an interaction between content, ideas, planning, reflection and active performance.

The four axes in the qualitative learning process are :

- The initial experience
- Dialogue
- Work well-done
- Insight in necessity – Necessary insight

The Qualitative Learning Process

The school's work is built around the method
"Insight in necessity – The necessary insight"
"The initial experience"

Culture-historic platform, confrontation/provocation,
understanding, fellowship, unity

"Dialogue"

Discourse, debate, sharing of responsibility, participation in
decision-making

"Work well-done"

Self-management, decision-making, execution, appraisal



The initial experience

As lethargy is the mother of all dynamism,
as listening is of utmost importance for music,
are dreams the clue to your course of life,
each dream is a breeding ground for wakeful deeds.

Without your wonder, your dreams, your vision
would life be emptied of communication.
without the talent to daydream
you would be a gift package without a gift.

Benny Andersen

The initial experience is the crux of the school's daily lessons, whose essential goals are new perspectives, new-thinking, enjoyment, hope and courage.

It is through direct experience that new themes are introduced. As a rule in the form of a common day of experience, which can occur at the school or elsewhere.

At the same time, the initial experience is an integral part of the different courses that follow the initial common experience. These experiences, which are presented on the different levels or in class, are called inspirations.

The initial experience is often artistically inspired, because art is an eye-opener and turns our every-day awareness upside down, while at the same time appealing to our intellects and emotions.

Quality is of utmost importance in the initial experience, which must:

- direct the children's awareness towards the themes, which they will be working with
- unite the many intelligences with the senses, emotions and fantasy
- be a subjective eye-opener
- challenge thoughts and conceptions
- gives children a desire to learn
- be unpredictable and provoke a sense of excitement
- embrace time and space
- confront children with new things and challenge limitations
- present the known in an unknown way
- provoke every-day awareness, attitudes and values and develop new interests
- be poetic, strong and real
- lead the way to new experiences and to absorption
- awaken reflection and debate
- provide a meaningful dialogue and open the way to subsequent activities
- represent varied, strong and thought-provoking cultural propagation
- activate the imagination and expressive competences.



Dialogue

“The spiritual capital of the common herd is like a bowl into which each person pours his or her strength in order to make a soup, which is of benefit to the whole herd.”

The Ants

The common experience of the children provides the kit for the dialogue, which is a prerequisite for cooperation and the development of ideas as well as the following work. All remarks are noted down and provide the basis for further planning of lessons. This provides for a common understanding and perspective.

The dialogue is a conversation where:

- children are taken seriously, because both children and adults contribute on their own premises
- problems are discussed and new approaches are found
- one can express ones thoughts, emotions, wonderment and desires
- each individual gains more self-insight
- one gains more understanding of others
- one can ask new questions, develop other’s thoughts and ideas and share viewpoints
- reflection and the sharing of opinions are linked to work and practice
- subjective experiences are coupled with other’s experiences
- a common consciousness is achieved
- a common perspective of the ensuing work is achieved
- all contribute actively with their own specific viewpoints
- the spontaneous interest, which arose in the initial experience, is maintained
- one can aspire to new knowledge and new horizons
- differences are embraced
- essential contents in the following work and activities are defined.

Work well-done

New things happen,
When you, who were always intended
the spectators role,
begin to intervene.

Carl Scharnberg

Work well-done is a process where children make use of their current knowledge, skills, interest and inquisitiveness in order to find answers to all the questions that arose during the initial experience and the following dialogue. The teachers’ specific qualifications within certain areas also influence on the core subject matter, which all children must gain knowledge of in their work.

Work well-done has four phases:

- Decision-making
- Planning
- Execution
- Evaluation

In work well-done

- children become involved in their work
- there is room for different interests, versatility, well-founded decisions, independent opinions as well as differences
- children are given a wide choice of possibilities in the work process
- children make decisions
- children pursue their ideas, interests and goals
- children's different approaches to time, work methods and absorption are respected
- children are given a genuine self- experience
- children have a share in decision-making as well as shared responsibility
- children's skills and knowledge are consolidated
- children can pursue coherence between the work process and its products
- children move from external control to self-control in the learning process
- demands are made on both process and product
- children work reflectively and automated at the same time
- children are involved in different forms of evaluation
- children learn have an overview of both the course and its contents
- children experience how form and content must fit together
- learning habits are improved because the process consists of several phases
- children learn to present their work
- children develop self-criticism
- children learn to take and give criticism
- the development of skills takes place in the interaction between ideas, planning and activities
- evaluation includes coaching, continuing response from teachers, independent evaluation, group evaluation, written evaluation and dialogue (pupil/teacher, parent/teacher, teacher/teacher).

Insight in necessity / the necessary insight

No one says it is easy
to find one's place in life
and live not just as a marionette
but use that, which is given

so life's great diversity
becomes a bouquet
of flowering differences
from each person's palette

Kis Holm

Insight in necessity / the necessary insight is the goal for all work at the school.

In the qualitative learning process motives, goals, knowledge, thoughts, ideas, emotions and interests are linked with performance in practice. In order to act responsibly, children must gain insight in necessary knowledge, necessary skills and necessary values. Children must acknowledge themselves as free, independent individuals who have the courage to act on the basis of insight in the diversity of the world, in nature and cultural circumstances. They must experience that the world is ever-changing, that they can change the world and make a difference. Therefore, children must acquire necessary insight in order to be able to acknowledge necessity.

THE SCHOOL'S ORGANISATION

The school board

The school board is the school's highest authority. It is elected by the parents of the school and has economic responsibility, while the pedagogical responsibility lays with the school's pedagogical leader.

The school leadership

Leadership of the school has a horizontal structure.

The pedagogical leader has superior responsibility for all of the school's pedagogical tasks and actively participates in teaching.

The administrative and economic leader is responsible for all that has to do with economy and administration.

The operational area is divided into different functions, which are shared out among the staff members on a yearly basis.

The school structure and size

The school has one (1) form from 0 to 9th class. There is a maximum of 20 children per class, but there can under certain conditions be exemptions.

The school is divided into four levels:

Junior level:	0 class (pre-school), 1 st class and 2 nd class
Middle level:	3 rd class, 4 th class and 5 th class
Senior level 1:	6 th class and 7 th class
Senior level 2:	8 th class and 9 th class

The school day

The school day starts at 8.00 and finishes at 14:00, but senior level 1 has lessons on certain days until 14:45

.

The school days starts every morning with assembly and singing.

The day is divided into three (3) modules:

1st module from 8:00 to 9:30

2nd module from 10:00 to 11:30

3rd module from 12:30 to 14:00

Lessons in these modules are built up around:

- courses or
- thematic cross-curricular/project work

In most course modules, the basic subjects Danish, maths, English, German, physics/chemistry and sports are taught as part of the curriculum. Emphasis is placed on subject skills, methods, knowledge and concepts. Project/workshop themes are included as much as possible when they are relevant, so that both the subject's syllabus and thematic reflections influence on these lessons. Lessons are most often conducted in the individual classes.

In the other course modules, emphasis is placed on knowledge, skills and methods that support the thematic lessons.

Lessons are conducted in the individual classes, in mixed-age groups or as lectures for several classes at the same time.

In the cross-curricular modules, children on the junior and middle levels work in three (3) types of workshops:

- The reading/writing room
- The laboratory
- The art studio

In the reading/writing room, all activities centres around language in all its manifestations.

In the laboratory emphasis is placed on experimental activities.

In the art studio, emphasis is placed on impression/expression in imagery.

Children on the senior levels work with problem-orientated projects in the cross-curricular modules.

Teacher cooperation

Teachers cooperate around the school's pedagogy (educational thinking) so that a continual line from school start to completion is achieved.

All teachers belong in a team on one of the school's four levels. As much as possible, each teacher has all of his/her lessons on the one level.

In order to promote continuity, each class has a class teacher who usually teaches Danish and project/workshops.

It is the duty of the class teacher to maintain contact with the pupil's parents.



PEDAGOGICAL MEETINGS

Information meetings

The school's leaders and teachers inform each other about different situations that are of importance to all at weekly 30 minute meetings.

Level meetings

Those teachers who work together on the same level meet weekly.

Joint meetings

There are joint meetings once a month for all personnel who are involved in teaching. These are debate meetings.

Pedagogical development

Thirty hours per year are earmarked to development of pedagogical thinking.

- In the pedagogical work, focus is placed on themes that develop the school as a whole as well as the individual teacher's personal and educational thinking.
- All teachers can contribute with ideas about possible themes for the year, but the pedagogical leader is responsible for the first presentation of ideas at the beginning of the school year.
- Each theme that is chosen must be followed through.
- The theme for the year's pedagogical development must be of common interest and initiate debate and discussion.
- The theme must mobilize the school's set of values.
- The theme must provide a deeper understanding of the school's profile.
- The theme must provide an opportunity for debate about "what we do" and "what we think we do".
- Relevant reading material, visiting teachers/specialists, etc, must be utilized where possible.
- Pedagogical developmental work can occur both at the school and outside.

In the period 1987-2007 the following themes have been pursued:

- Educational thinking at Bifrost
- The aesthetic dimension and analysis of educational practice
- The school syllabus in a historic-poetic dimension
- Communication
- The physical, aesthetic and mental room
- The school's set of values and concept of learning on the basis of recent brain research
- Relational and resource-orientated pedagogy
- Computer technology in a pedagogical light.



ROOM FOR LEARNING – THE SCHOOLROOM

“Bifrost for me was a sculpture that expresses many emotions and a wonderful message for its children. When I first went through Bifrost, the school seemed very alive to me – all the pictures and the classrooms that were painted in many different colours were like living people. The first day wasn’t very long, but it was an experience that I will never forget.”

Amel Gerzic 1995

The schoolrooms should be comparable to a living organism, where

philosophy

celebration

colour

fantasy

narrative

the past

the future

concentration

form

the actual room

function as a living breath

where:

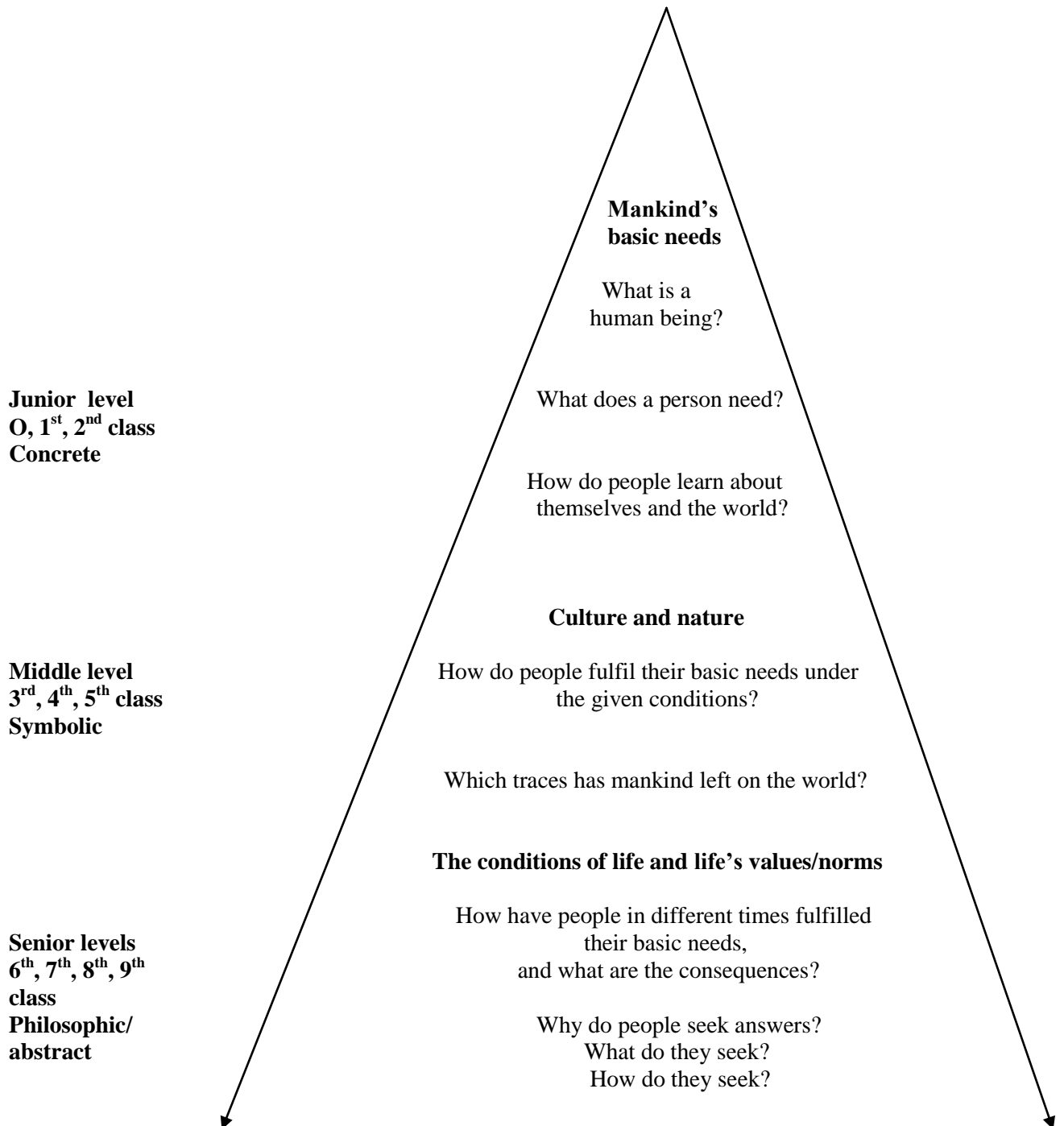
- there is free access to all kinds of implements
- there is room for individual, group and joint activities
- the interior is flexible
- larger surfaces are painted in neutral colours
- it is possible for the children to ‘make their mark’ on their surroundings
- the rooms are open
- art is a permanent fixture
- the children’s decorations reflect the school’s history and work
- colourful spots give life to their surroundings
- there is room for physical, dramatic, aesthetic, literary, scientific and artistic activities
- all the senses are aroused and inspired
- there is room for everyone and everything
- one can work actively in many different positions
- it is people and activities that define the rooms’ limitations
- children experience variability
- the outdoor areas are varied and challenging
- the school’s rooms form a whole.



Continuity at the school

Lessons at Bifrost Children's School have a continual perspective that reaches across the ten (10) years where children attend the school. This pedagogical continuity guarantees that there is:

- coherence between theory and practice
- coherence between practice from level to level.



COOPERATION WITH PARENTS

Cooperation on all levels is highly prioritised at Bifrost Children's School. Healthy cooperation is built on openness, trust and confidence.

- Parents are always welcome during lessons
- Parents with appropriate knowledge/expertise can be involved in lessons
- It is expected that parents take an active role in their children's school life

Class/level meetings

There are at least two (2) meetings per year for all parents on a class and level basis. These meetings provide an opportunity for debate, as exchanges of views and reflection are important.

The first meeting of this kind takes place at the start of the year. At this meeting, parents are informed about the syllabus, goals and contents of the work planned for the children.

The second meeting can have the following content:

Junior level

- learning to read and the reading syllabus
- socialisation and personal competences
- focus on the body

Middle level

- learning concepts and learning theories
- socialisation and conflict resolution

Senior level 1

- teenagers and responsibility (children and parents)
- school work, after-school work and leisure interests
- school/police/social services cooperation
- project work (6th class)

Senior level 2

- the schools educational thinking with focus on the senior level
- educational guidance
- study trip (8th class)

Parent/teacher/pupil meeting

The yearly parent/teacher/pupil meeting lasts about one hour. All parts prepare for the meeting, using a form specially designed for this occasion.

Newsletter

The newsletter is published once a month. Parents and the children are informed about what has occurred during the month and what is planned for the coming period. The newsletter also informs about the school board's decisions.

Cleaning

All parents are assigned to a cleaning team, which meets 2-3 times a year on the weekend to clean the school. A cleaning plan has been drawn up. A private company takes care of the daily cleaning.

Yearly parent tasks

Each class parent group has a yearly task:

- 0th class: Autumn cleaning in week 43
- 1st class: Lent celebrations for the junior level
- 2nd class: Spring cleaning of the gymnastics building
- 3rd class: Ad hoc tasks, fx painting common rooms, etc ...
- 4th class: Arranging the parent/teacher party
- 5th class: Lent celebrations for the middle level
- 6th class: Spring cleaning in week 19
- 7th class: Moving furniture at the beginning of the summer holidays and the school year
- 8th class: The same as 7th class
- 9th class: Ad hoc tasks, fx painting common rooms, etc ...

The school board

The school board has the final economic responsibility. School board meetings are held once a month. The undertakings of the school board are described in the school's regulations.



AFTER-SCHOOL CARE

To feel, to hear, to see,
to speak, to cry, to smile,
to dance, to cycle, to walk,
to discover, learn, understand.

To ask why you are here,
to realize one day what you will,
are all together created in your brain,
your magic walnut kernel.

Benny Andersen

After-school care is part of a whole – Bifrost Children’s School. The school’s vision is also the vision for the after-school care.

The trained personnel in the after-school care are also practising teachers at the school. At the same time, the teachers are also an active part of the after-school care, where they can contribute with activities within their specific areas of competence.

Its operations

- **Play** is the leading principle, because it strengthens the children’s cultural, personal, emotional, physical, philosophic and intellectual development.
- **The content of play** must cover themes that develop the children’s experiences on the basis of their age, abilities and developmental levels. The contents can relate to the actual theme that the children work with in school hours.
- **Play** must include all its variations:
 - drama
 - fantasy games
 - functional games
 - conversational games and narrative
 - construction
 - role play
 - perception games
 - observation
 - romping about
 - aggressive play
 - approximation play
 - transitional play
 - rehearsal play.

Skills

In after-school care, emphasis is placed on strengthening the children's existing abilities and developing new abilities. Focus is placed on skills in the following areas:

- **Being able to**, which is about being good at all sorts of different things – running, cycling, climbing, ball-play, music, singing, drama, computers, reading, maths and drawing. Children must on a daily basis experience that they can do things and learn new things. They must be given a chance to develop a wide spectrum of cultural skills and actively use them.
- **Experiencing**, which is about seeking out and being a part of something exciting, that can be unfolded in body language, reading, music, art, etc. It is about children using their fantasy, curiosity, their desire and courage to experiment and do fun things, expand horizons, so that they develop new areas of interest.
- **Enjoyment**, which is about perceptual experiences on all levels.
- **Understanding and acknowledgement**, which is about children seeking meaning and finding coherence between known and new experiences, so they see new possibilities.
- **Being together**, which is about personal development in relation to the common good. Children learn this by sharing experiences and by communicating. In the social sphere children must try out new initiatives and strengthen their sense of their own value, their self-confidence, courage and appetite for life.
- **Absorption**, which is about giving children time to dwell on things, linger, follow ideas and interests as long as they need.

Funding

Children must be able to make use of all possible materials and implements, whether they be:

- creative and aesthetic
- experimental
- cultural
- physical
- scholarly.

THE SYLLABUS

A syllabus for subject and cross-curricular disciplines and activities has been written. In describing intermediate and long-term aims, the syllabus clearly points out what is expected on all levels. A syllabus for development of personal competences has also been drawn up.



