

Minutes from FAU meeting 7 May 2020

The meeting was held via videoconference with the following present

Principal Maria Hägnefelt, assistant principal Karl-Otto Aaker, Hilde Dallevara 1C, Susanne Hyllestad 1B, Bjørn Erik Mørk 2A, Anders T. Kråkenes 2B, Erling Fyhn 3A, John L Pedersen 3B, Elin Borg 4A, Vidar Helgesen 5A, Tuva Nilsen 5B, Anniken Fischer 5C, Marit Thorsrud 6A, Anne-Sophie Leikanger 6C og Nora Nerdrum 7A

1. Report from the school

Report from Maria

The school management has been working from home office, whilst taking turns to be present at the school. This was, among other things, to ensure that there is always someone that could step in, in the event of a situation of an infection at the school. School management has maintained daily contact with teachers throughout the period. It has been an conscious choice from the school that all communication to parents should go via teacher. General information was sent out to all parents ahead of the opening of the school for years 1 through 4, as well as info and registration of childcare needs for parents with critical societal functions.

The school has worked hard to support and provide a good service to children who need additional care. It has been possible to borrow PCs and iPads from the school for those who need this. Parents who have needed this have made direct contact with the school.

The reopening of school for years 1-4 has been a very positive experience. The teachers have been happy to be back at school, and the program has worked well. A good deal of time is spent on hand washing to ensure low spread of infection. Experience from AKS is that it works very well with smaller groups, and this is an experience they will take with them further.

Report from Karl-Otto

When it came to school closure on March 12, the school immediately began working on how to solve the challenge of home schooling in the best possible way. There has always been one collaboration with teachers to get the best possible follow-up of children a .

For children who have been in school during the period, a bespoke schedule has been put together. 5 year-old children have been identified in collaboration with the teachers, and they have been given the opportunity to attend school.

Teachers have been thrown into a new situation, and many have worked very hard and spent time learning and adapting to new forms of teaching. Many have reported back they find it uncomfortable to just talk to a monitor without seeing the pupils. In order to improve the situation, the teachers have been given the opportunity to come to the school to practice the video conferences teaching format with the help of the school's IT lead. Teachers perceive it as challenging to not get to meet the children in-person, and several teachers express that they are starting to get tired. The Union of Education Norway (Utdanningsforbundet) has been an important actor for the school during this period and in how home schooling has been conducted. The have an important function in taking care of the load on the teachers in this situation.

The fact that teachers as a profession were not defined as a "critical societal function" has created challenges, especially for teachers with their own children at home to be supervised whilst also providing adequate instruction to their classes. There has also been a challenge related to sick leave, which means that the teaching capacity of the school is under pressure.

There will be countless lessons learned from this situation. The school and its teachers have been receiving good feedback on their efforts from parents, which is greatly appreciated. The school has set the first priority to establish contact with all the children attending the school. The teachers have had contact with all the children. The focus is on everyone to participate and to ensure that no one falls outside during this period. The school is also concerned with the social aspect and it has been important for the school that pupils are put in groups to maintain a social environment.

There is a standard for contact between home and school, and Ullevål school surpasses the requirements of this standard. At the same time, a survey Opinion conducted for the Parents' Committee for Elementary Education (FUG) shows that as many as 44 percent of parents say they have not had contact with the school during home schooling. This also reflects the experience Ullevål School has, and this will be an important learning point from this situation: how can we achieve a better dialogue with the parents in a similar situation.

The school also emphasizes that vulnerable children have been particularly exposed during this period as other support measures, such as health care services and BUP, have lapsed at the same time as the school closure. The school has a dialogue with all teachers to address this challenge in particular. This is perceived as particularly demanding when it comes to the smallest children, among other things because it is challenging to talk to the children alone, while digital communication itself is more challenging with this group.

When it comes to the structure of the school day, both the school and the FAU have received feedback from parents regarding this, among other things with a desire for a more consistent structure. Plans and plans have been adjusted along the way as more experience with digital teaching has been gained. More teachers are finding that there are challenges to get everyone to sign in to, for example, a video conference at the same time. Teachers have gradually increasingly been video recording and publishing lessons so that it becomes more flexible and the pupils can take forward relevant lesson when working on a task. This is in addition to regular video meetings (for those who have not yet started school). The school has defined an expected structure on the school day, but sees that clear information about this has been missing in the communication with the parents.

When it comes to choosing communication channels from the teachers, the first priority has been to make contact with all the pupils. Microsoft Teams is a tool that is part of the existing school platform, and the school has recommended using Teams, but they are aware that several teachers have made use other tools such as Zoom and WhatsApp to manage to reach everyone and establish good collaboration and dialogue. The school has approved this on the condition that the privacy concerns are taken care of. If pupils have to create a user account, the parent must be informed and approved that it is ok. Feedback from teachers on the work of the pupils is given in different ways, and here the school has chosen an individualized program where the teacher himself decides how this is done.

It has been expressed concern from parents regarding the year 7 and transition to secondary school. Here, the school is working closely with, e.g., Marienlyst with weekly Teams meetings, to ensure a best possible transition. Transfers with relevant schools are being planned, and work with the very good structure of communication between Ullevål and relevant schools. The school is now assessing where pupils were academically on 12 March and what must be met before they are ready to start school. The future status of the

musical that the pupils have rehearsing throughout the year is uncertain. The musical is otherwise an integral part of the education in year 7. It is a priority area for the school to get a good transfer from Ullevål to the secondary school and there is close collaboration with Marienlyst and Berg on what it is important to focus on until the summer to get the best possible starting point.

2. Questions and comments from FAU

FAU expresses gratitude to the school for the way they have handled and handled this extraordinary situation. Several parents report that there is good arrangement and good follow-up from the contact teacher. It is also noticed that the school is taking steps and adjusting the program as one gets experience and feedback.

The FAU feels that the school might in fact be underplaying all the good work that is being done, and that they can benefit from communicating better and more structured what they do and have done in this situation. The school stated that they received this feedback and will consider more information from the school's management in the time to come.

The FAU emphasizes the importance of good structure for the children in order to have a normal school day, and emphasizes the need for clearer information about the structure of the school day. It is advantageous to define a common school start time for everyone with homeschooling, preferably as early as possible to get started with the day.

FAU encourage school to undertake a thorough evaluation of the experiences of the extreme period. It is important to take the experience from here if there is a possible new situation with lock-down.

It was proposed to make a guide for parents containing good advice and expectations for parents with home schooling. The school thought this was a good input and we pass it on.

FAU asks if there is a need to bring learning and experience when regular teaching starts in the future. An example might be to use Teams to provide feedback on their schoolwork. The school see that there is much positive learning in this and the situation has given the school a digital jump start. The teachers have had a lot of practice in the role of supervisor. Several teachers also see great progress in some children who may find the usual school format challenging. They may have been more relaxed about school work, and have now made great progress.

Questions were asked regarding the composition of classes and disease control. There are not very clear rules around this, except that the recommended number should be groups of max 15 pupils from years 1-4 and a maximum of 20 pupils in each group for years 5-7. Based on the given group size, the school decides how the regrouping is done. At Ullevål, year 1 is composed as before since they already had small classes, year 2 is completely mixed and new groups are set up. For years 3 and 4, the three classes have been regrouped into four groups, with some students from each class forming a new X class.

Updated guidance for the reopening of schools for older children is expected shortly.

3. In sum

FAU will gladly assist the school with passing on information to parents or to discuss issues if the school so wishes.

4. 17 May

As for the 17 May event, the school is in dialogue with Ullevål Hageby Vel and the corps. Flag hoisting and wreath-laying is taken care of by Ullevål Hageby Vel, who plans to stream the event. Speech from the principal and pupil council leader will also be filmed and

published. A separate guide for the corps has been prepared. The corps will go a defined route. The school handles all information around the 17 May celebration.

5. The summer exhibition

It must to be focused primarily on basic subjects when children return to school, and it will therefore not be prioritized summer exhibition this year.

6. Next FAU meeting

A final FAU meeting will be held before the summer. Date pending.