PLAYING PROCESSES - ART PROCESSES

Olga Mørk, Etterstad Kindergarten, Oslo.

Etterstad Kindergarten is owned by the community. The kindergarten is part of the municipal service and receives financial support from the Government. The parents are paying a fee for their children, graduated according to family income. The kindergarten is cooperating with the health and welfare system and the child welfare system in the districts around. It has 89 children divided into 7 groups. In 6 groups, the children stay from 7.30 a.m to 17.00 p.m., i.e. for 9½ hours. In these groups we have an increasing number of children with parents from foreign countries. The last group is a short-time kindergarten with 10 Norwegian children and 10 children with parents from foreign countries. Opening hours are 10.00 a.m. to 14.15 p.m.

In our project *Playing Processes - Art processes* we educated the whole staff to look at children's dramatic play as a theatre performance. We started in the autumn 1992 and have never stopped since. This is a very interesting way to make observations of the children. We finished the report before summer 1994. The interest in our work has been great. Our experiences are used in pre-school teacher education in several institutions. We give our new employees education by supervising them while they work with the children. So far, we have managed to do this as the staff is quite stable. When we worked on the project, it was important that all the employees should take part. Since 1987 priority has been given to exposing all the staff to the same education. The result is that the staff has a

common understanding of the methods we have chosen for our work with the children. We work with two themes during the year. In the autumn *To get to know each other and become friends*, in winter and spring *Culture in the old days and fairy tales*. We work for a long time with one story, which gave security for both staff and children. We have plenty of time. The major goals in our daily work are:

- * *to make the children feel secure,*
- * *to feel respect for other people,*
- * *to learn tolerance*
- * *to provide the children with the ability to express themselves dramatically,*
- * *to use their fantasy in creating stories in their dramatic play,*
- * *to give the children confidence to trust their own imagination,*
- * *to dare to express themselves*
- * *to train the children to accept other children's fantasy and ways of expressing themselves*

The goals of our project were - and still are-

- * *to learn to observe children's dramatic play by looking at it as a theatrical production*
- * *to analyse different theatre performances for children,*
- * *to compare the "professional way" of giving form in the theatre with the way children spontaneously give form to thoughts and feelings in their dramatic play.*
- * *to use the experiences from the above mentioned observations to develop methods in pedagogical work in the kindergarten*
- * *to be better models for the children by giving them ideas in their own language, while we are playing with different themes.*

The result of the project is an increased respect for the children's own activity.

CHILD CARE IN SWEDEN

Child care is one of the cornerstones of Swedish family policy, together with parental insurance and child allowances. Swedish law

entitles parents to leave of absence from work, with a high rate of compensation for loss of earnings, in connection with their