

**Helena Puhar's Primary School  
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**It has to be someone,  
or I must have someone beside me  
who believe in me  
more than I do**

### **You have only heard for us, so let us introduce to you**

People with special needs include large part of the one generation, who needs special education and training. Education is disturbed by easy mental defects. This pupils need special treatment, program, methods, work and teaching. Some people are mentally so retarded, that they need help and special way of treatment all their life.

### **The way of qualification**

The largest part of our activity is a special programme for slow learning children. This special curriculum contains basic subjects (13 hours) and educational subjects (14 hours). Pupils have also special ways of help (speech therapist, surdo pedagogical and special pedagogical help)

After finishing this curriculum they continue with basic education in secondary school.

We also have departments of education for the children obligated to attend school. The main emphasis is on pupils training. This special program contains a lot of practical work, self-caring and basic knowledges. Pupils are also included in a Special olimpics motion. After 8-9 years of training, they don't have chances to get a work. They are employed under special condition by Nursery work centre.

### **Our wishes for the future**

We want to be a professional centre pedagogical education for the children with special needs for different areas (Kranjska Town council, Tržič community, Preddvor community, Jezersko community and Šenčur community).

All our activities are connected with special mobile pedagogical treatment for slow learning children, Mentally health centre, Social work centre, School's dentist centre, Sožitje group and others.

Marria Montessori, Computering, Ullwila's instruments, work's techniques

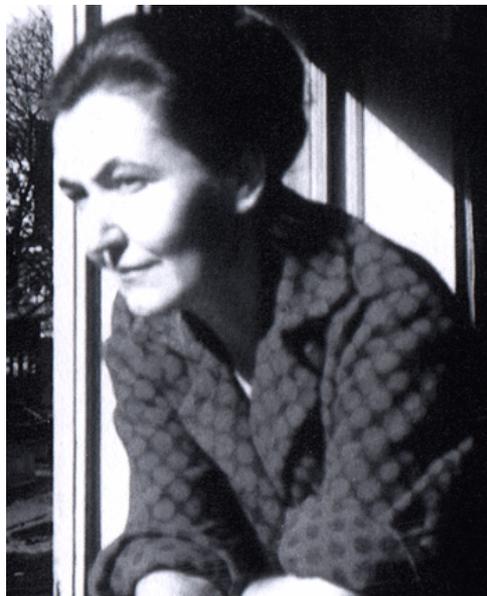
## **HELENA PUHAR 1920 - 1968**

Helena Puhar was born in 1920 in Reginc's family in Kranj. She finished training - college for teachers. Her teaching in Dolenjska was interrupted by second world war. She started work as a nurse. Because she was very good in speaking and writing, she started to work for different publications. At the end of the war she became editor Naša žena's

magazine. She became co - establisher Educational consulting room in Ljubljana in 1955.

The consulting room was intended for the parents who had problems with their children. She worked as counsellor and as adirector until she died in 1968. She was only 47.

Helena Puhae dedicate all her knowledge and life-energy to the youngsters and parents. She wrote a lot of articles published in different newspapers and magazines (Otrok in družina, Teorija in praksa, Naša žena, Naši razgledi). She wrote several books (Ospolni vzgoji, Matjaž in Alenka, Ali smo starši odpovedali). She always took care for the publicity and teachers with modern views on the youngsters and their problems and difficulties.



**Helena Puhar**

ravnatelj = head-master  
pomočnik ravnatelja = head-master assistant  
pedagoginja = pedagogue  
računovodkinja = book-keeper  
tajnica = secretary  
logopedinja = speech-therapist  
kuharica = cook  
snažilka = cleaner  
likovna vzgoja = art  
mobilna služba = mobile service  
gospodinjstvo = house keeping  
hišnik = door-keeper  
računalništvo = computering  
glasbena vzgoja = music  
športna vzgoja = sport  
tehnična vzgoja = technics  
knjižničarka = librarian

GIVE US A TIME

### **HELP ME, TO DO IT MYSELF**

Elementary introduction Maria Montessori's pedagogics in to the Helena Puhar's Primary School

A lot of conscious people ask how to teach or how to prepare a child for changeable future. A key is in the child. Child needs only love, understanding and respectation his developmentary needs and spontaneous life-encouragements.

The purpose of M.Montessori s pedagogics:

Specialy prepared environment helps a child evenly emotional, physical and mental development. Motto "**HELP ME, TO DO IT MYSELF**" means that we have to encourage a child regarding his personality and interests. We have to teach him how to be independent, how to free choose a key to the knowledgement and to the world.

### **MARIA MONTESSORI (1870-1952)**

She was the first Italian graduated medicine. At her work she had met children with special needs. She had found out that they need pedagogic help mostly. With her access she achived sensational succes, that's why she dedicated allher life to the psychology and pedagogics. She examined closely children's learning and on her basics results developed specific resources for

encouragement a child for exploring and discovering himself and the world. She propagated ideas all over the world. She was nominated by Nobel's prize.

M. Montessori's pedagogic is discovered and extended again. They talk about pedagogic for the 3. Millenium.

### **How we introduce her knowledge to Helena Puhar's Primary School in Kranj?**

Classroom is prepared like **ready environment**. Resources are composed on the shelves beautifully, so every child can reach them. They were made by us, some of them werw bought by Kranj's patrons in Italy and in Holland.

Resources from everyday's life are on the plates on the shelves in the first part of the classroom, around the funnel with warm water.

Clasped frames, binding, different kind of shaking seeds, cups and scoops;...everything is made of glass, china... The purpose of the exercise is concetration development, motorics, indipendence, work organisation, correct relation to the matter, to the people and to the environment.

#### **How a child works**

The child chooses working place free, most of the time is on the carpet. He chooses resource on the plates for particular activity, he takes it on the working places. When he doesn't want to play any more he tidy-up the plate, exactely on the same place. Somebody else can take the plate now.

Beside that is a resource chest for **perception development**.

Very good perceptional development is excellent basic for learning and a key to the world. Attractive resources are ordered by colours, large, shape, smell, taste, sound. From outside they build inside.



Next part of the classroom are **mathematics resources**. Redly-blue sticks, numbers made of grinding-paper, golden pearls, geometrical chest...

Composition leads you from concrete to abstract. Child can understand abstract mathematical ideas only through the concrete resources and his own experiences.

By the window is a special place for **language** development. Because of the brightness you can read, speak and write: letters are made of grinding-paper, so child can feel them very well, he writes them in to a warm, nice smelly hard maize-mush; and small boards, compound words, stamps...

Chosen books invite us to inspect illustration, playing different parts... Formation objects, mandal's composition for relaxation are saved in a small separated baskets. All this thinks teach us how **to be nice, kind to the people and to the environment**.

A child who had felt strong love to the environment and alive-being had found joy and inspiration in his work give us a hope for human's development in the new, positive way

Breda Bedina

### **Special-mobile-pedagogic service**

- co-operation with school-advisory service
- co-operation with parents
- work with children with special needs
- co-operation with teachers

