

National Guidelines for Differentiated Primary and Lower Secondary Teacher Education Programmes for Years 1–7 and Years 5–10

General Provisions

Foreword

In May 2009, following the treatment by the Storting of *Report to the Storting no. 11* (2008-2009) *The Teacher – the Role and the Education* and *Proposition no. 185*, the Ministry of Education and Research appointed a committee whose terms of reference were to propose National Curriculum Regulations for the new differentiated teacher education programmes for primary and lower secondary education in Norway, which are to replace the current general teacher education as of the autumn of 2010. The committee consisted of the following members: Petter Aasen, Vestfold University College (leader), Asta Balto, Sami University College, Hans Jørgen Binningsbø, Sogn og Fjordane University College, Knut Steinar Engelsen, Stord/Haugesund University College, Knut Patrick Hanevik, Oslo University College/NRLU, Sven-Erik Hansén, Åbo Akademi University, Kåre Heggen, Volda University College/SPS, Jorunn Hegna, Høgås School, Tore Isaksen, Drammen municipality, Berit Karseth, University of Oslo, Lise Iversen Kulbrandstad, Hedmark University College, Vibeke Lundby, University of Tromsø, Vibeke Hammer Madsen, HSH (The Federation of Norwegian Commercial and Service Enterprises), Elaine Munthe, University of Stavanger, Jorunn Dahl Norgård, Union of Education, Norway, Ann Karin Orset, Bodø University College, Frode Rønning, Sør-Trøndelag University College, Emilie Bjerke/Renate Mari Walberg, the National Union of Students

Ingvild Marheim Larsen (leader), Hans-Jørgen Brucker, Ellen Rye and Inger Vederhus have acted as secretariat for the committee.

After a consultation process, the Ministry of Education and Research has established *National Curriculum Regulations for Differentiated Primary and Lower Secondary Teacher Education Programmes for Years 1 – 7 and Years 5 – 10*.

The Regulations are designed to help ensure a unified national structure in the teacher education programmes for primary and lower secondary education, without giving all the details. The National Curriculum Committee was therefore also commissioned, with the aid of broadly composed professional groups, to develop National Guidelines for the teacher education programmes for primary and lower secondary education. The Sami Parliament has been consulted during work on the guidelines.

The National Curriculum Committee and the professional groups have had very little time for their work on the National Guidelines. The guidelines vary as to scope and as to concretization of academic requirements, academic progress and differentiation between the two primary and lower secondary teacher education programmes. The National Curriculum Committee is therefore of the opinion that the Guidelines must be revised after the institutions have had the opportunity to try them out.

Oslo, 20 January 2010

Petter Aasen
Committee Leader

Ingvild Marheim Larsen
Leader of Secretariat

JOINT GUIDELINES FOR THE DIFFERENTIATED TEACHER EDUCATION PROGRAMMES FOR PRIMARY AND LOWER SECONDARY EDUCATION – ORGANIZATION, STRUCTURE AND CONTENTS – GENERAL REMARKS

1. Introduction

The National Guidelines are based on the *National Curriculum Regulations for Differentiated Teacher Education Programmes for Years 1 – 7 and Years 5 – 10*. The Regulations provide the overarching policy for the differentiated teacher education programmes designed for primary and lower secondary education.

The National Guidelines have their legal basis in the *Regulations for Differentiated Teacher Education Programmes for Primary and Lower Secondary Education*. The Guidelines supplement the Regulations and provide the policy for the institutions' programme descriptions. The Guidelines are to ensure a nationally coordinated teacher education that satisfies the quality requirements of the teacher education programmes for primary and lower secondary education. Each institution must prepare programme descriptions stipulating academic content, teaching practice, organization, working methods and assessment methods. The institutions' programme descriptions must comply with the Regulations and National guidelines. The programme descriptions must be passed by the institution's Board.

The Guidelines for each subject express the intended learning outcome, describing what the students are to know and be capable of after completing a course. Learning outcome is defined in accordance with the overarching descriptions in the National Qualifications Framework, which describes the knowledge, skills and general competence a candidate is expected to have at the different stages of the programme.

The primary and lower secondary teacher education programmes are to appear as two clearly defined and differentiated education programmes (cf. the National Curriculum Regulations). Therefore two sets of Guidelines for the differentiated primary and lower secondary teacher education programmes have been developed.

2. Institutional responsibility and organization

The teacher education programmes must be organized so that they promote the integration of theory and practice training, academic progression, consistent professional orientation and a research basis. The education programmes are to make it possible to have collaboration between teacher educators at the teacher education institution and in teaching practice.

The institutions must facilitate coherence between activities at the teacher education institution and in teaching practice, and mutually binding collaboration between the two learning arenas. The teacher education institution and the school owner must enter into an agreement that also includes a programme description coordinating the training provided by the two learning arenas.

The subjects taught in the teacher education programmes must be teacher education subjects. Subjects, subject didactics, pedagogy and teaching practice must be closely linked, both in contents and in their organization. The education programmes must be organized as programmes of professional study providing cohesion and progression throughout the education. It is essential to anchor the education programmes in teaching practice in order to highlight the professional orientation of the primary and lower secondary education programmes.

The teacher education programmes must be research-based. All school subjects and subjects and courses relevant for work in schools must be anchored in an active research environment if the objective of being totally research-based is to be achieved. The concept of an active research environment means that the academic community must include employees that are themselves active researchers.

The teacher education institution is responsible for assessing whether the teacher education students are suited for work in the teaching profession. This is a comprehensive assessment of the student that covers academic, pedagogical and personal attributes, and is to take place throughout the whole of the education programme, cf. *Regulations relating to Suitability in Higher Education*.

2.1 Institutional collaboration and opportunities for mobility

Giving students the opportunity of mobility between the teacher education institutions is a main condition for the primary and lower secondary teacher education programmes. The institutions must prioritize and profile the subjects they themselves provide, while the subject combinations wanted by the students are ensured through institutional collaboration. It must be possible for the students to apply for a transfer from one institution to another after both the 2nd and the 3rd years of study. Together, all the teacher education institutions within a region, if necessary in collaboration with institutions in other regions, are to provide the full range of subjects in the primary and lower secondary teacher education programmes.

2.2 Internationalization

The teacher education institutions must provide the students with the opportunity to take an international semester within the 4-year primary and lower secondary teacher education programme. When drawing up their local programme descriptions, each institution must make space for an international semester. The programme description and the teaching must also make internationalization possible at the institution itself, for example as international and multicultural dimensions in the study programmes, an English language syllabus and foreign guest researchers/lecturers.

2.3 Transfer to master's degree programme

The structure of both of the differentiated primary and lower secondary education programmes ensures that students may apply for a transfer to a master's degree programme after the 3rd year of study. At an early stage in the programme, the institutions must inform the students of the entrance requirements to the master's degree programme, so that they are aware of their options during their first three years of study if they wish to be admitted to a master's degree programme after the 3rd year of study.

There may be exceptions from the general rule concerning the number of school subjects if the candidates apply for a master's degree programme after the bachelor's degree/three years.

3. Subjects and contents

3.1 The place of the subjects in the programmes

The Regulations establish which subjects are compulsory in the two study programmes and their scope. The Regulations also supply guidelines for the scope of elective subjects. The place of subjects apart from those mentioned in the Regulations must be given in the institutions' programme descriptions.

In the primary teacher education programme for years 1 – 7, the school subject mentioned under the 1st – 2nd years of study means a subject other than Norwegian and Mathematics. In the 3rd year of study, the school subject is either a new 30-credit subject or additional 30 credits in Norwegian, Mathematics or the school subject from the first two years of study.

The Regulations allot credits per year. The institutions allot credits in the subjects per semester. 15 credits is the smallest credit-giving unit in the primary and lower secondary teacher education programmes.

3.2 The contents of the education programmes

The teaching profession is a demanding and complex profession in a society marked by diversity and change. The primary and lower secondary teacher education programmes are to provide the qualifications necessary for performing extensive and compound tasks.

The contents of subjects and the teaching practice are specified in the Guidelines for each subject. In addition the institutions must ensure that the primary and lower secondary teacher education programmes observe the following perspectives:

Academic competence: In addition to the subjects giving the students sound academic knowledge, all school subjects must comprise *subject didactics* and knowledge about *varied working methods in the subjects* and the theory underlying them. The teaching provided in the subjects must be *research-based* (cf. 3.5).

Differentiated teacher education: The subjects in the primary and lower secondary teacher education programmes are to be differentiated towards the stages for which the education programme qualifies. The study programme for years 1 – 7 must emphasize the teaching of beginners and primary school subjects, whereas the study programme for years 5 – 10 must place most emphasis on specialization and in-depth studies in subjects. The two study programmes are to ensure that students acquire competence for all the years their primary and lower secondary teacher education programmes relate to.

Integrated teacher education: All subjects in the primary and lower secondary teacher education programmes are responsible for giving the students an identity as a teacher. Pedagogy and Pupil-related Skills is to be the uniting subject for how the students exercise their role as a teacher. Pedagogy and Pupil-related Skills also has a special responsibility for integrating theory and practice. The teacher's professional platform that identifies and thematizes basic and shared challenges, such as values, objectives, working and assessment methods, must be created in an interaction between Pedagogy and Pupil-related Skills, the school subjects and teaching practice.

Formative education: Besides educating teachers with a sound academic and professional competence, the higher education institutions are also responsible for facilitating a formative