

Regulations Relating to the Framework Plan for Sami Primary and Lower Secondary Teacher Education for Years 5 – 10

Established by the Ministry of Education and Research on 23 November 2016¹, pursuant to section 3-2 sub-section 2 of the Act relating to universities and university colleges no. 15 of 1 April 2005.

1. Scope and objective

(1) These regulations apply to universities and university colleges which offer Sami primary and lower secondary teacher education programmes for Years 5 – 10 and which have been accredited in accordance with the Act Relating to Universities and University Colleges Sections 1-2 and 3-1.

(2) The Sami primary and lower secondary teacher education programme for Years 5 – 10 is a master's degree programme qualifying the candidate for teaching positions in primary and lower secondary schools, cf. the provisions pursuant to the Act Relating to Primary and Secondary Education of 17 July 1998 no. 61 Section 10-1. The programme should be grounded in the Act relating to Primary and Secondary Education, hereafter called the Education Act and in current primary and lower secondary curricula.

(3) The Sami primary and lower secondary teacher education programme is equivalent to the national primary and lower secondary teacher education programme. The main teaching language is Sami. Exemptions may be made for institutions offering Lule and South Sami tuition.

(4) The programme is founded on Sami culture and society and has Sami learning approaches and teaching methods at its core. The programme should give the students comprehensive knowledge of Sami issues and places emphasis on extended learning arenas and on nature as an important arena for learning and formative education. The Sami primary and lower secondary teacher education programme should place the teaching profession in a Sami and indigenous context.

(5) The objective of these regulations is to ensure that teacher education institutions offer integrated, profession-orientated Sami primary and lower secondary teacher education for Years 5 – 10 rooted in research and experience-based knowledge. The teacher education programme should be of a high academic quality and ensure comprehensiveness and correlation between subjects, subject didactics, pedagogy and practice placement as well as close interaction with professional practice and with the communities of which schools are a part. Teacher education institutions should deliver a comprehensive study programme through leadership and organisation involving all relevant professional communities. The programme should provide international perspectives, place the teaching profession in a historical, cultural and societal context, and contribute to critical reflection and insight into the profession.

¹ This document is a translation of the framework plan, and should be ascribed no authority on its own part. In case of doubt, the Norwegian text shall prevail.

(6) The Sami primary and lower secondary teacher education programme should qualify the candidates for professional practice rooted in research and experience-based knowledge and for further studies at ph.d. level. The programme should give the candidates a grounding in professional ethics, prepare them for continuing professional development and qualify them to help reinforce the role of schools as institutions of formative development and learning in a democratic and diverse society.

(7) The Sami primary and lower secondary teacher education programme for Years 5 – 10 should qualify the students to provide instruction in Sami affairs, including knowledge of the status of indigenous peoples globally, and safeguard Sami pupils' right to education in accordance with the Education Act and the current national curriculum for primary and secondary education and training.

(8) The teacher education institutions shall ensure that the students gain national, pan-Sami and indigenous perspectives in their training.

2. Learning outcome

(1) The learning outcome descriptors should correspond to the national qualifications framework for lifelong learning, level 7 (cycle 2, master's degree).

(2) Upon completing the Sami primary and lower secondary teacher education programme, the graduate shall have achieved the following learning outcomes:

KNOWLEDGE

The graduate

- has advanced knowledge of either a chosen school subject and its associated didactics or profession-orientated pedagogy/special needs education
- has specialised insight into a defined subject area (the master thesis)
- has broad profession-orientated knowledge of other subjects forming part of the programme
- has thorough knowledge of relevant research and theory as well as scientific thought, research methodology and ethics, with particular focus on Sami and indigenous research perspectives
- has thorough knowledge of relevant laws and regulations relating to primary and secondary education and of the transitions between primary and lower secondary and between lower secondary and upper secondary
- has thorough knowledge of how to further develop basic skills, assessment and testing, class management and assessing pupils' learning, and of what promotes learning in the different subjects
- has thorough knowledge of the theory of learning and of children and young people's development, formative development and learning in different social, multilingual and cultural contexts
- has knowledge of children living in difficult circumstances, including knowledge of violence and sexual abuse against children, of relevant legislation and of children and young people's rights in a national and international perspective

- has broad knowledge of the teaching profession, the characteristics and history of the different subjects, and an understanding of the development of the school system, its mandate, value base and place in Sami and broader society
- has knowledge of Sami traditions within each subject area
- has knowledge of using nature and the local environment as arenas for learning and of adapting activities to different learning environments

SKILLS

The graduate

- can provide tuition rooted in research and experience-based knowledge alone and in collaboration with others
- can analyse, adapt and use relevant curricula
- can take early action and ensure progression in the development of pupils' basic skills and subject knowledge
- can create inclusive and health-promoting learning environments that contribute towards good academic, social and aesthetic learning processes
- can analyse, evaluate and document pupils' learning, provide constructive feedback, adapt the teaching to the pupils' individual abilities and needs, use varied teaching methods, and help ensure that pupils can reflect on their own learning and development
- can evaluate and use relevant teaching materials, digital tools and resources in their teaching, and teach the pupils digital skills
- can analyse and take a critical approach to national and international research and use this knowledge when practising the profession
- can apply, alone and in collaboration with others, relevant methods from research and development to continually develop their own and the school's collective practices and carry out limited research projects under guidance
- can recognise signs of bullying, violence and sexual abuse. Using professional judgement, the graduate should quickly be able to take necessary action and establish co-operation with relevant specialist agencies
- can make use of Sami teaching methods in their teaching
- can adapt their teaching to bilingual or multilingual perspectives

GENERAL COMPETENCE

The graduate

- can reinforce international and multicultural perspectives in the work of the school, contribute to gaining an understanding of the status of the Sami people as an indigenous people, and encourage democratic participation and sustainable development
- can initiate and maintain good school – home co-operation and work with other stakeholders relevant to the school's activities
- masters the Sami and Norwegian languages, both spoken and written, and is able to use the languages competently in a professional context
- can convey and communicate on issues relating to professional practice and possesses digital skills appropriate to the profession
- is familiar with distance learning didactics

- can analyse and evaluate relevant professional and ethical issues and contribute to professional collaboration within the school
- can contribute to innovation processes within the school and facilitate the involvement of local working life, communities, arts and culture life in the teaching

3. Content and structure

(1) The study programme should comprise:

Years 1 – 3:

- minimum 5 days of observational practice
- minimum of 80 days of practice – supervised and assessed
- pedagogy and pupil-related skills (PEL), 30 credits
- subject I (master's degree subject), minimum 60 credits
- subject II (school subject), minimum 60 credits
- subject III (new school subject, subject relevant for working as a teacher, or specialisation in school subject), 30 or 60 credits

Subject I (master's degree subject) may be:

- a school subject, 60 credits
or
- profession-orientated pedagogy and pupil-related skills, 30 credits, making up 60 credits when combined with pedagogy and pupil-related skills credits in Years 1 – 3

Subject III may be:

- a school subject or other relevant subject, 30 credits, if the master's degree subject is a school subject
- a new school subject, 60 credits, if the master's degree subject is either profession-orientated pedagogy or special needs education

All students must obtain a minimum of 60 credits in two school subjects.

Years 4 – 5:

- minimum 30 days of practice in primary/lower secondary schools – supervised and assessed
- pedagogy and pupil-related skills, 30 credits
- subject I (a school subject as the master's degree subject), 90 credits
or
- subject I (pedagogy or special needs education as the master's degree subject), 60 credits, and subject II or III, 30 credits, building on the 60 credits obtained in Years 1 – 3

(2) The course of study should include two to three school subjects. All school subjects should be profession-orientated teacher education subjects, they should include subject didactics, and they

should correspond to a school subject listed in the current primary and lower secondary curriculum.

(3) Theory of science and scientific method should be introduced at an early stage of the programme. There should be progression on this topic for the duration of the programme.

(4) Subject I (the master's degree subject) may be a school subject, profession-orientated pedagogy or special needs education. If the student has elected to specialise in a school subject, the subject should make up 90 credits in Years 4 – 5, alternatively supplemented by credits in pedagogy and special needs education. The compulsory subject pedagogy and pupil-related skills in Years 4 – 5 is additional to any pedagogical topics forming part of the master specialisation. If the student has chosen pedagogy or special needs education as the master's degree subject, this should be linked to school subjects. In the fourth or fifth year of study the student may elect to take 30 credits in a school subject, building on the 60 credits obtained in the subject in Years 1 – 3.

(5) In the third year of study the students should write a profession-orientated R&D paper combining a school subject and the subject pedagogy and pupil-related skills. The students must pass this assignment before commencing their master thesis.

(6) The master thesis should make up at least 30 credits. It should be profession-orientated and practice-based. Master theses in school subjects should be firmly rooted in the subject and subject didactics and may also include elements from pedagogy and special needs education. Master theses in pedagogy or special needs education should be linked to a school subject. The master theses and R&D paper should have a Sami or indigenous perspective.

(7) In order to strengthen teacher competencies in a multicultural and multifaith society, knowledge of religion, philosophy and ethics should make up a module equivalent to 15 credits integrated with the subject pedagogy and pupil-related skills.

(8) The practice placement should comprise at least 110 days of supervised, varied and assessed practice. At least 105 days should be spent in primary/lower secondary schools. Up to 5 days may be spent in upper secondary schools, focusing on the transition between stages. The practice placement should be spread over at least four years with at least 80 days during the first three years and at least 30 days during the last two years. A minimum of five additional days of structured observation in primary/lower secondary should take place at an early stage of the programme. The practice placement should be an integrated element in all subjects forming part of the programme. The practice period should be spread across different stages of Years 5 – 10 in primary/lower secondary, it should be adapted to the students' chosen subjects, and it should help the students develop the ability to reflect on and develop their teaching practices. There should be progression in the practice placement, from observation and analysis at the start of the programme to taking a research perspective and further developing research and experience-based teaching practices in the latter part of the programme.

4. Programme plan and national guidelines

(1) National guidelines will be drawn up for the Sami primary and lower secondary teacher education programme for Years 5 – 10. The guidelines are prescriptive for the institutions' provision of teacher

education programmes. The guidelines should leave room for innovation and institutional adaptation in local planning work.

(2) The board of the institution should adopt a programme plan for the Sami primary and lower secondary teacher education programme. Based on the framework plan, this programme plan should describe how the institution ensures integrated Sami primary and lower secondary teacher education at master level with comprehensiveness and correlation between theory and practice placement, between subjects and subject didactics, and between subjects. The plan should describe the students' total workload during the course of study and contain provisions on academic content, organisation, working methods and assessment procedures to help the students achieve the overall learning outcomes at programme level and to allow the institution to document the achieved learning outcomes.

(3) The programme plan should describe how the institution's study programme allows for progression in terms of focus on professional practice, practice placement, theory of science and scientific method, and developing the students' R&D skills and verbal and written communication skills. The programme plan should also describe how internationalisation will be incorporated and how inter-disciplinary topics are integrated into the programme. This applies to work on adapted teaching, basic skills and competencies, the use of ICT in individual subjects, Sami issues, multicultural and multilingual aspects, professional ethics and knowledge of violence and sexual abuse towards children and young people.

5. National part exams

The Ministry may decide to hold national, compulsory part exams and whether to include the exam results on the students' diploma.

6. Exemptions from examination or test

(1) Exams or tests taken as part of a course of study other than the Sami primary and lower secondary teacher education programme for Years 5 – 10 may give grounds for an exemption, cf. Section 3-5 of the Act Relating to Universities and University Colleges. Qualifications that may give grounds for an exemption must consist of subjects corresponding to those offered by the primary and lower secondary teacher education programme and must include subject didactics and practice placement. The student must also be able to demonstrate Sami language proficiency in the subject.

(2) An exemption from assessment in one of the two language forms (Bokmål or Nynorsk) may be granted to students who were not assessed in both Norwegian language varieties in upper secondary. This exemption also applies to foreign students who did not complete upper secondary education in Norway. No exemptions will be granted to students who have selected Norwegian as one of their school subjects. Foreign students who are able to document that they are using their native country's main language as part of the study programme may also be granted an exemption from the Norwegian language requirement in Section 2 of the Regulations.

(3) Any exemptions must be stated on the student's diploma.

7. Entry into force and transitional rules

These regulations shall enter into force with immediate effect and shall apply to admissions for the 2017/2018 academic year.

Students following the framework plan for Sami primary and secondary teacher education adopted in 2010 may sit their exams under that plan until 31 December 2023. From that date the Regulations of 1 February 2010 no. 296 Relating to the Sami Framework Plan for Primary and Lower Secondary Teacher Education for Years 1 – 7 and Years 5 – 10 shall be annulled.