

National Curriculum Regulations for Teacher Education in Practical and Aesthetic Subjects for Years 1–13

Established by the Ministry of Education and Research on 4 June 2020¹, pursuant to section 3-2 subsection 2 of the Act relating to universities and university colleges no. 15 of 1 April 2005.

Section 1. Scope and objective

- (1) These regulations apply to universities and university colleges which offer teacher education programmes in practical and aesthetic subjects for Years 1–13, and which have been accredited pursuant to Sections 1-2 and 3-1 and Section 3-2, second subsection, of the Act relating to Universities and University Colleges.
- (2) The teacher education programme in practical and aesthetic subjects for Years 1–13 is a master's degree programme qualifying the candidate for teaching positions in primary, lower secondary and upper secondary education, pursuant to Section 10-1 of Act no. 61 of 17 July 1998 relating to Primary and Secondary Education and Training (the Education Act). The programme is also relevant for folk high schools, cultural schools and voluntary cultural life. Subject choices and orientation have a bearing on the level at which the candidate can be appointed.
- (3) The objective of these regulations is to ensure that educational institutions offer integrated and profession-orientated teacher education of high quality in practical and aesthetic subjects. The programme must promote quality teaching in schools and cultural schools. The core of the programme is the science subjects and knowledge and skills areas of the practical and aesthetic subjects. The programme must be rooted in research and experience-based knowledge and provide comprehensiveness and correlation between subjects, professional subjects and practice. The name of the programme is *Teacher Education Programme in Practical and Aesthetic Subjects for Years 1–13*, to which the name of the master's degree subject shall be added. The master's degree subject in the programme (subject I) must be one of the following subjects: (a) dance, (b) design, arts and crafts, (c) drama and theatre, (d) physical education and sports, (e) food and health, or (f) music. Subject II must be a school subject with a curriculum in primary and secondary education and training. Any subject III is a school subject like subject II, or special needs education. There must be close interaction with professional practice and with the communities of which schools are a part, including stakeholders in the arts and cultural field. The programme must provide international perspectives, place the teaching profession and the practical and aesthetic subjects in a historical, cultural and societal context, and contribute to critical reflection, the joy of creating and a professional understanding that safeguards practical and aesthetic learning processes. The programme must be based on the Education Act and the current national curriculum for primary and secondary education and training.
- (4) The teacher education programme in practical and aesthetic subjects for Years 1–13 must qualify the candidates for professional practice and for further studies at the PhD level. The programme must provide the candidates with a grounding in professional ethics rooted in equality, diversity and inclusion. This will help prepare the candidates for continuous professional development that

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

qualifies them to help reinforce the role of schools as institutions of formative development and learning in a democratic and diverse society. The programme must have a particular focus on the importance of the practical and aesthetic dimensions in children's and youth culture, and must have a special responsibility for the development, learning and identity development of children and young people in connection with practical and aesthetic forms of expression. The programme must help the candidates gain competence that promotes comprehensiveness, correlation and progression in the practical and aesthetic subjects throughout primary and secondary education and training (Years 1–13).

- (5) The teacher education programme in practical and aesthetic subjects for Years 1–13 must provide qualifications to provide instruction in Sami affairs, including knowledge of the status of indigenous peoples globally, and the right of Sami children and young people to education in accordance with the Education Act and the current national curriculum. In addition, the programme must provide qualifications to use elements from Sami culture, particularly in the practical and aesthetic subjects.

Section 2. Learning outcomes

- (1) The learning outcome descriptors must correspond to the national qualifications framework for lifelong learning, level 7 (cycle 2, master's degree).
- (2) Upon completing the teacher education programme in practical and aesthetic subjects for Years 1–13, the candidate shall have achieved the following learning outcomes:

Knowledge

The candidate

- *has advanced knowledge and professional knowledge in the master's degree subject and broad profession-orientated knowledge in other subjects in the programme*
- *has specialised insight into a defined subject area (the master's thesis) and thorough knowledge of research methodology and ethics, and of profession-relevant research and/or artistic development work*
- *has broad knowledge of the characteristics and history of the practical and aesthetic subjects, about how digital development affects their content and working methods, and about the importance of the subjects to children and young people from a lifespan perspective*
- *has knowledge of the teaching profession, of the development of the school system as an organisation, the subjects as school, cultural and research subjects, and a broad understanding of the school's mandate and set of values*
- *has thorough knowledge of the theory of learning and of children and young people's development, formative development and learning in different social, linguistic and cultural contexts, particularly related to the practices of the practical and aesthetic subjects*
- *has thorough knowledge of classroom management, what it takes to promote a good learning environment and what promotes learning particularly in the practical and aesthetic subjects*
- *has thorough knowledge of current laws and regulations relating to primary and secondary education and training, and of the transition from kindergarten to primary level, from primary to lower secondary level and from lower secondary to upper secondary level*
- *has knowledge of children living in difficult circumstances, including knowledge of violence and sexual abuse against children and young people, of children and young people's rights in a national and international perspective and on how to take necessary action under current legislation.*

Skills

The candidate

- *can apply different expressions, forms and techniques in practical, performing and creative work and has specialised skills in the master's degree subject*
- *can carry out an independent and limited profession-orientated research project or artistic development work (master's thesis) that is in accordance with current research ethics standards*
- *can take early action and ensure progression in the pupil's academic development, and work with the basic skills on the subjects' premises*
- *can, alone and in collaboration with others, plan, assess and provide tuition for pupils with different needs, based on national and international research, professional experience-based knowledge and current curricula and other governing documents*
- *can analyse, evaluate and document pupils' learning, provide constructive feedback and help pupils reflect on their own learning and development*
- *can analyse and evaluate risk in teaching and carry out teaching that safeguards safety, health and the environment*
- *can use digital skills appropriate to the profession in creative work, learning processes, documentation and dissemination, and give pupils training in digital skills in the relevant subjects*
- *can identify special needs in children and young people, including signs of bullying, sexual abuse and violence, and can use professional judgment to establish co-operation with relevant specialist agencies.*

General competence

The candidate

- *can contribute to strengthening the work of the school on the basic values in the overall part of the national curriculum and the three interdisciplinary themes of democracy and citizenship, public health and life skills and sustainable development*
- *can contribute to gaining an understanding of the status of the Sami as an indigenous people*
- *can initiate, alone and in collaboration with others, practical, creative, explorative and aesthetic learning processes, and help develop the school's collective practices*
- *can, at an advanced level, carry out dissemination work based on the special characteristics of the master's degree subject, and can identify, evaluate and communicate professional and ethical issues and contribute to the development of own practices and professional practices*
- *can contribute to in-depth learning, creativity, new thinking and innovation*
- *can, based on insights into children's and youth culture, facilitate children and young people's creative expression as creative individuals*
- *can initiate and maintain co-operation between school and home, and with working, community and cultural life and other stakeholders relevant to the school's activities.*

Section 3. Structure and content of the teacher education programme in practical and aesthetic subjects for Years 1–13

The study programme must be organised in a manner that ensures progression and correlation between the academic elements that are included.

(1) The study programme must comprise:

Years 1–3:

- *a minimum of 90 days of practice*
 - *At least 70 days must be in primary and secondary education and training, both at the primary and lower secondary levels in primary and lower secondary school, and in upper secondary education. Practice in cultural schools can replace parts of practice in primary and secondary education and training. The practice must be supervised and assessed*
 - *20 days can be in or outside of primary and secondary education and training, such as other teaching and dissemination related to professional and cultural work with children, young people and adults. The institution determines supervision and assessment methods*
- *professional subjects, 30 credits*
- *master's degree subject (subject I), 90 credits*
- *R&D paper, 10 credits (included in the professional subject and master's degree subject)*
- *subject II, 60 credits, alternatively subject II, 30 credits and subject III, 30 credits*
 - *subject II must be school subjects, profession-orientated teacher education subjects, include subject didactics and correspond to a school subject in the current curriculum for primary and secondary education and training*
 - *subject III is a school subject like subject II, or special needs education.*

Years 4–5:

- *a minimum of 40 days of practice*
 - *At least 30 days must be in primary and secondary education and training, at least half of which must be project-based. Practice in cultural schools can replace parts of practice in primary and secondary education and training. The practice must be supervised and assessed*
 - *10 days can be in or outside of primary and secondary education and training. The institution determines supervision and assessment methods*
- *professional subjects, minimum 30 credits*
- *master's thesis, 30–60 credits*
 - *master's degree subject (subject I), 15–45 credits depending on the scope of the master's thesis*
 - *theory of science and method, minimum 15 credits (included in the professional subject and master's degree subject)*
 - *15 credits strengthening of the professional subject, the master's degree subject (subject I) or subject II (if this subject is 60 credits)*

The master's degree subject (subject I), the professional subject and practice must cover primary and secondary education and training in its entirety, Years 1–13. Subject II can be aimed at all or part of primary and secondary education and training. Subject III must normally be aimed at primary and lower secondary school.

- (2) Practice must be distributed over at least four years. Practice must be an integral part of the subjects in the programme and help students develop the ability to reflect on and develop their own teaching practices. There must be progression in practice, from observation and analysis at the start of the programme to being able to improve experience and research-based teaching practices in the latter part of the programme.
- (3) Subject didactics must be included in the master's degree subject (subject I) and in subject II and subject III. The subject didactics must be formulated as learning outcome descriptors and be based on the characteristics of the subject and the subject as a school subject.
- (4) The professional subject must particularly safeguard the connection between practical and aesthetic subject areas, pedagogy, subject didactics and practice. The professional subject must form the academic platform of the programme, be practically oriented, be a values and general education subject and provide the candidate with an identity as a school teacher. The professional subject must contribute to knowledge about the diversity of the backgrounds and academic abilities of the pupils, and help the students develop competence in the development and learning of children and young people and about the culture of children and young people.
- (5) Theory of science and scientific method must be introduced at an early stage of the course of study. There must be progression in this topic for the duration of the programme and the topic must be related to both the professional and school subjects.
- (6) In cycle 1, a profession-orientated R&D paper must be written that combines subject I and professional subjects. The paper can also include subject II. The students must pass this assignment before commencing their master's thesis. The R&D paper must be a minimum of 10 credits and thematise issues related to the characteristics of the practical and aesthetic subjects, knowledge base, history, practical and aesthetic processes, and/or basic values. The purpose is to see several of the practical and aesthetic subjects in context.
- (7) The master's thesis is based on the master's degree subject (subject I) and must be a profession-orientated and practice-based research project. It must include elements of practical creative and/or performing activities.
- (8) The teacher education institutions must allow the students to gain an international perspective in the course of study and teaching work. The institutions must also allow the students to do part of their studies abroad and must set conditions so that the students can have their stay approved, including, if applicable, practice, as part of the course of study.
- (9) Students who choose mathematics as subjects II or III must meet the grade requirement that applies to admission to the primary and lower secondary teacher education programme and the associate professor education programme.

Section 4. National guidelines and programme description

- (1) National guidelines must be drawn up for the programme. The guidelines must be prescriptive for the institutions' provision of teacher education programmes. The guidelines must leave room for innovation and institutional adaptation in local planning work.

- (2) Based on the regulations and national guidelines, the individual institution must prepare programme descriptions for the teacher education programme in practical and aesthetic subjects for Years 1–13.
- (3) The programme description must contain provisions on academic content, including Sami issues, practices, organisation, forms of teaching and learning and assessment procedures. The plan must describe how the institution's study programme allows for progression in terms of focus on professional practice, practice, developing the students' R&D skills and developing their communication skills. The programme description must also describe how internationalisation and digital skills will be incorporated and how inter-disciplinary topics are integrated into the programme. The board of the institution shall adopt the programme description.

Section 5. Provisions concerning recognition and exemption

- (1) Examinations or tests that have not been taken under this national curriculum may provide grounds for crediting or exemption, cf. Section 3-5 of the Universities and University Colleges Act.
- (2) Any exemptions must be stated on the student's diploma.
- (3) Qualifications that may provide grounds for exemption must consist of relevant subjects corresponding to the subjects offered in the teacher education programme in practical and aesthetic subjects for Years 1–13, and must include subject didactics and practice.

Section 6. Entry into force and transitional arrangements

These regulations shall enter into force on 4 June 2020. The institutions themselves can choose whether to comply with these regulations from autumn 2021. From autumn 2023, all institutions that want to offer teacher education in practical and aesthetic subjects for Years 1–13 must comply with these regulations.

Students following previous national curricula are entitled to sit their exams until 31 December 2028. From that date, the "National Curriculum Regulations for Three-year Specialist Teacher Education Programmes in Practical and Aesthetic Subjects", established 18 March 2013, shall be repealed.