

Guidelines for the Differentiated Sami Primary and Lower Secondary Teacher Education Programmes

Proposal Adopted by the Sami National Curriculum Committee 19 January 2010

I GENERAL PROVISIONS – ORGANIZATION, STRUCTURE AND CONTENTS

1. Introduction

The Guidelines for the Differentiated Sami Primary and Lower Secondary Teacher Education Programmes are based on the *National Curriculum Regulations for Differentiated Sami Primary and Lower Secondary Teacher Education Programmes*. The Sami Guidelines are based on the National Guidelines, with adjustments and additions.

The Guidelines supplement the Regulations and are to provide the policy for the institutions' programme descriptions. The Guidelines are to ensure a Sami teacher education that satisfies the quality requirements of the differentiated 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.

In the case of the Sami teacher education, separate guidelines have not been made for the different subjects. When making programme descriptions, the institutions must take the main features of the National Guidelines as their starting point, while at the same time ensuring that Sami perspectives are at the core of the education as a whole and of the individual subjects. Sami programme descriptions are prepared by the institutions, in collaboration with each other when this is relevant.

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 ensure 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 at 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 how they are organized. 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 practical training in order to highlight the professional orientation of the primary and lower secondary education programmes.

Sami teacher education has an Allsami perspective and an indigenous people's perspective. In the individual subjects, Sami teacher education must be based both on research-based knowledge and

on traditional Sami knowledge. Traditional Sami knowledge is to be integrated in the teaching of the individual subjects in collaboration with the local community and tradition bearers.

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 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

The organization of the Sami teacher education pre-supposes that the students take their first three years at the same institution and may not apply for a transfer to another institution before their 4th year. Sami teacher education may not profit by the regional organization, as there are no other teacher education institutions that offer teaching in Sami. Sami teacher education may collaborate with all higher education institutions in Norway, Sweden and Finland.

2.2 Internationalization

Sami teacher education has an Allsami perspective and an indigenous people's perspective, which are to be expressed both in the programme descriptions, the individual curricula, in the organization of the teaching practice and in international semester, if relevant. Regarding internationalization, there should in particular be collaboration agreements giving students the opportunity to become acquainted with educational conditions and institutions for indigenous people and minorities.

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.

The Regulations allot credits per year. The institutions allot credits in the subjects per semester.

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*.

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 most important and uniting subject, giving the students a shared foundation for how to 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 personal process. This means among other things developing ethical and historical perspectives concerning one's own professional role and critical perspectives concerning the teaching profession's social role. Prospective teachers must also have a good understanding of global issues and sustainable development.

The multicultural perspective: The internationalization of society and working life presupposes linguistic and cultural knowledge and international experience. Teachers must have knowledge about and an understanding of the multicultural society. This entails being aware of cultural differences and skills in treating these as a positive resource. Here knowledge about human rights and the rights of indigenous people is essential. The primary and lower secondary teacher education programmes must therefore be characterized by global, international and multicultural orientation.

Sami issues and the rights of Sami pupils: Primary and lower secondary teacher education programmes are to qualify the students so that they are able to provide instruction about Sami

conditions and issues, the rights of Sami children and the Sami people as a recognized indigenous people. Sami culture and society are an important part of the shared cultural heritage. The instruction of Sami pupils has a special place in Norwegian primary and lower secondary education. The teacher education students must therefore acquire knowledge about the Sami contents of the National Curriculum Regulations for primary and lower secondary education and about the rights of Sami pupils.

Adapted education: The right to adapted education is legally established in the Education Act. Adapted education is characterized by variation, for instance through exercises, subject matter, intensity of the education, organization of the education, teaching aids and working methods. Teachers must be able to adapt their teaching according to the diversity of the pupils. The institutions must ensure that knowledge of adapted education is included in all subjects.

Assessment: Teachers must be able to develop and communicate clear objectives for the education, assess the pupils' learning outcome, give the pupils academically relevant feedback and facilitate the pupils' self-assessment. The programme description must therefore make it possible for the students to be trained to analyze and assess the pupils' learning processes and achievements, and to give feedback that supports their learning. Teachers must be able to assess the pupils' learning outcome both with and without grades and to give reasons for their assessment. Teachers must also understand and use the results from different tests, charting tools and quality assessment systems when they follow up the pupils' learning.

Basic skills: The basic skills – being able to express oneself orally and in writing, being able to read, numeracy, and being able to use digital tools – are both a prerequisite for developing academic knowledge and part of the academic competence in all subjects. Each subject is responsible for the students acquiring knowledge about how they can help the pupils develop their basic skills in the subject. Pedagogy and Pupil-related Skills is to make it possible for the students to acquire a theoretic superstructure related to basic skills, as a prerequisite for working with these in different subjects.

As regards the basic skills of being able to read, write and express oneself orally, these are skills that are of fundamental importance for learning in general. In Sami teacher education for all stages, there must be a division of responsibility regarding these skills between the Sami subject and Pedagogy and Pupil-related Skills. All subjects are responsible for teaching the pupils how to read, write and express themselves orally in Sami.

The above perspectives must be observed when preparing programme descriptions at each institution. In addition, the *National Curriculum Regulations for Differentiated Primary and Lower Secondary Teacher Education Programmes* define some *compulsory topics* in the primary and lower secondary teacher education programmes in the descriptions of learning outcome in section 2. These topics are also integrated in the Guidelines for subjects, and must be observed in the institutions' programme descriptions. The individual institution may organize compulsory topics as courses, if they find it appropriate.

3.3 Subjects that are relevant for work in schools

Subjects that are relevant for work in schools mean subjects that are relevant for teaching in primary and lower secondary schools and are provided by the teacher education institutions but are not themselves subjects taught in schools. Subjects that are relevant for work in schools must deal with functions and tasks that are part of the responsibilities of primary and lower secondary schools. The definition of what may be called a subject that is relevant for work in schools may change as time passes.

The teacher education institutions themselves decide which subjects to approve as subjects that are relevant for work in schools in accordance with the policy that the subject must deal with functions and tasks that are part of the responsibilities of primary and lower secondary schools.

3.4 Working methods and types of assessment

The institutions are responsible for showing the students varied working methods and formative and summative assessment during the teacher education.

The students are to become acquainted with the pedagogical theories underlying the different working and learning methods. Sami learning and teaching methods should also appear from the programme descriptions and curricula.

When assessing the students' learning processes, special emphasis should be placed on Sami linguistic, cultural and social aspects.

3.5 Research base

Pursuant to the Act relating to universities and university colleges, the primary and lower secondary teacher education programmes are to be research-based. Their anchorage in research must be both implicit and explicit. This entails the education programme teaching about and engaging the students in scientific working methods, critical thinking and recognized, research-based knowledge. Research-based learning processes are to advance the students' independence, analytical skills and critical reflection so that they as teachers are able to make use of new knowledge and further develop both themselves, their profession and their place of work after completing their education. It also means that in connection with the bachelor's thesis the students are to be given an introduction to scientific theory and method and themselves carry out an independent and research-based assignment.

The primary and lower secondary teacher education programmes are to give prospective teachers the competence necessary to make use of research in their professional activities. The candidates must therefore have the skills that make them capable of finding, understanding, assessing and using research. In their encounter with research the students are to develop their ability for critical reflection on their own and the school's collective practice, for interaction and for availing themselves of new knowledge.

A teacher educator should him/herself be an active researcher or be part of a professional community where research is carried out and published in areas that are relevant for the primary and lower secondary teacher education programmes and the teaching profession. Teacher education as a professional education should be further developed through continuous and systematic research.

3.6 Bachelor's thesis

The bachelor's thesis is part of Pedagogy and Pupil-related Skills during the 3rd year of study. The thesis must be related to the teaching profession, and as such be linked to the practical field or other aspects of school activities. Thematically the bachelor's thesis must be rooted in the students' school subjects during the first three years and/or the subject Pedagogy and Pupil-related Skills.

Different subject groups in the primary and lower secondary teacher education programmes must collaborate on the bachelor's thesis and the students' chosen topics will be a determining factor when it comes to deciding who is to act as supervisor.

Introduction to scientific theory and methods is to relate especially to work on the bachelor's degree. Work on the thesis and introduction to scientific theory and methods is to make up 15 credits of Pedagogy and Pupil-related Skills. The thesis is to help link theory and practice. The bachelor's thesis must have a Sami perspective or an indigenous people's perspective. This perspective is also to be part of the teaching of scientific theory and method. The candidates are to receive grades for the bachelor's theses which are to be recorded on their diplomas.

3.7 Teaching practice

Teaching practice must be an integrated part of all subjects in the primary and lower secondary teacher education programmes. The Regulations define the overarching framework for the teaching practice. In the case of Sami teacher education, the 100 days of teaching practice are spread with 80 days in years 1 – 3 and 20 days in the 4th year. The days may be split so that they for instance are taken out as half days. When days are split like this, the institution is bound to ensure that the students in all events are offered teaching practice that equals 100 whole days all together. The individual institution may offer more teaching practice. Preparations and follow-up work connected with the teaching practice are not to be calculated as part of the 100 days.

The Regulations require the students to have teaching practice in each year of study, but the institutions themselves allot these days within the periods. The institutions must make it possible for students transferring from one educational institution to another between the 3rd and the 4th year to have the 100 days of teaching practice they need and that the various topics in the practical curriculum have been covered.

The teaching practice must be relevant for and integrated in the subjects and is to be considered a learning arena on a par with the teaching provided at the teacher education institutions. The institutions are to ensure that the students get to teach subjects in which they have received instruction.

The teaching practice is to reflect an Allsami perspective and be organized so that the students during their studies have practical experience from Sami education in several Nordic countries and from the teaching of pupils both with Sami as a first language and as a second language.

According to the Regulations, teaching practice is to be supervised, assessed and varied. The supervision and assessment of students undergoing teaching practice is a joint responsibility for the subject teachers in the teacher education programmes (both teachers in school subjects and in Pedagogy and Pupil-related Skills), the teaching practice supervisor and the head teacher. The practice is assessed as passed/failed at the end of each year of study. The assessment is to support the individual student in his/her learning and development. The institutions' examination regulations establish how many times a student is allowed to carry out a period of teaching practice. The institutions should harmonize the consequences of failed teaching practice with the *Regulations relating to Suitability in Higher Education*.

A comprehensive and cohesive teacher education, the connection between theory and practice and collaboration on supervision and assessment depend on the subject teachers in the teacher education programme also participating in parts of the teaching practice.

Varied teaching practice means that the students are to have teaching practice on the different stages for which the education qualifies them, and also that it must be linked to different aspects of the teaching profession, such as planning and carrying out teaching, leading learning work in school, peer collaboration, assessment work, pupil conversations, collaboration with parents, curricula work, etc.

Requirements as to the organization of the teaching practice

- The teacher education institutions are responsible for the contents, quality and assessment in teaching practice and for ensuring progression between the periods of teaching practice.
- The educational institution must organize the teaching practice so that collaboration with the practice school is possible, giving coherence and cohesion in the students' education and contributing to the development of both the teacher education institution's teaching and the practice school.
- The teacher education institution and practice school must establish long-term collaboration about teaching plans for the teaching practice and the teacher education subjects. This collaboration must involve both the academic communities at the teacher education institution, the practice schools and students. The collaboration must be formalized as a tripartite collaboration. It must comprise the communication of knowledge and an exchange of teaching resources and activities and development exercises in the practical field. The teaching practice must be organized through formal agreements between the teacher education institution, school owner and head teacher at the individual practice school.
- The head teacher of the practice school has the main responsibility for the teaching practice taking place at his/her school and is to ensure a good framework for the teaching practice. The head teacher is to take part in the relevant collaboration forums between the teacher education institution and the school.
- The practice teacher must have completed further education in the supervision of teaching practice comprising at least 15 credits, or have bound him/herself to start training in the supervision of teaching practice. The teacher education institutions must provide courses totalling at least 30 credits in supervision of teaching practice.
- The practice school must organize the teaching practice in accordance with the teacher education institution's programme descriptions. Pedagogy and Pupil-related Skills is especially responsible for the integration of theory and practice in the primary and lower secondary teacher education programmes. The Guidelines for Pedagogy and Pupil-related Skills and for Teaching practice are therefore thematically coordinated.
- The contents and framework conditions of the teaching practice are to be evaluated during the academic year and at the end of the year. The quality assurance system must aim to coordinate and develop all actors and their activities linked to the teaching practice.

Agreements about collaboration about the teaching practice

The collaboration between the teacher education institution and the practice school must be established in one or more agreements (partner school agreement(s)) between the educational institution and the school owner.

The agreement(s) shall include the following items:

- Duration
- Objective
- Framework
 - The institutions' programme description
 - *Regulations relating to Suitability in Higher Education*
- The responsibility of the partner school
 - The responsibility and tasks of the school owner, the head teacher and the teaching practice teacher
 - Organization of the teaching practice at the individual school
 - Time available
- The responsibility of the teacher education institution
 - Internal division of roles and tasks at the educational institution
- Collaboration forums
- Mutual competence development
- Guidelines for mutual evaluation
- Remuneration for teaching practice (cf. prevailing agreements)

4. Schemes for transfer between the education programmes

The differentiated primary and lower secondary teacher education programmes are defined as two education programmes. Students wishing to transfer to the other programme, must submit an ordinary application for admittance to a new education programme (years 1 – 7 or years 5 – 10), and may thereafter apply for administrative approval/specific recognition of previously completed subjects and/or courses. The scope of the approval may vary, depending on the extent to which previously completed subjects are the same in both education programmes.

The opportunity for transfer must be based on the number of study places the institution offers in each of the two teacher education programmes, and the proportion between the two must not change.

Approval and preliminary approval of other education is regulated by Chapter 3 sections 3-4 and 3-5 of the Act relating to universities and university colleges.

5. From National Guidelines to programme description

The institutions' programme descriptions must follow the National Guidelines. The Guidelines for the subjects vary as to how much they differentiate between the two primary and lower secondary teacher education programmes. When the institutions prepare their programme descriptions the contents of the descriptions of the subjects must be relevant for the stages with which the education programme deals.

II SUBJECT PROVISIONS

There are no special Sami guidelines for the individual subjects.