

# **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 2<sup>nd</sup> and the 3<sup>rd</sup> 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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 1<sup>st</sup> – 2<sup>nd</sup> years of study means a subject other than Norwegian and Mathematics. In the 3<sup>rd</sup> 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

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 awareness 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 secondary education. The teacher education students must therefore acquire knowledge about the Sami contents of the National Curricula for primary and 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, they are of fundamental importance for learning in general. In the Guidelines for the subjects, the primary teacher education for years 1 – 7 has established a division of responsibility regarding these skills between Pedagogy and Pupil-related Skills and Norwegian. In the teacher education for years 5 – 10, where Norwegian is not a compulsory subject, Pedagogy and Pupil-related Skills has a greater responsibility for teaching basic skills with emphasis on the topic of language and learning.

The above perspectives must be observed when each institution prepares its programme descriptions.

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***

In the Regulations, subjects that are relevant for work in schools have been placed in the 4<sup>th</sup> year of study. 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.

### ***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 programmes 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.

The 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 the subject Pedagogy and Pupil-related Skills during the 3<sup>rd</sup> 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 candidates are to be awarded grades for the 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. The teaching practice must consist of at least 100 days in primary and lower secondary school, with at least 60 days during the first two years of study and at least 40 days during the last two years. 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 obligated 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 3<sup>rd</sup> and the 4<sup>th</sup> year to have the 100 days of teaching practice they need and ensure 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.

According to the Regulations, teaching practice must 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 placement 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 an exchange of knowledge and teaching resources in a manner that ensures that activities and development exercises in the practical field are included in the teacher education subjects. 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 the supervision of teaching practice.
- The practice school must organize the teaching practice in accordance with the teacher education institution's programme descriptions. The subject of 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. Quality assurance of practice schools,

practice teachers and the teaching practice must be incorporated in the institutions' quality assurance system.

### ***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 separate 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 in 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.