

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

Established by the Ministry of Education and Research on 1 March 2010, pursuant to section 3-2 sub-section 2 of the Act relating to universities and university colleges no. 15 of 1 April 2005.

Section 1 SCOPE AND OBJECTIVE

These Regulations apply to universities and university colleges that provide Sami primary and lower secondary teacher education and are accredited pursuant to sections 1-2 and 3-1 of the Act relating to universities and university colleges.

The Regulations apply to the 4-year Sami differentiated primary and lower secondary teacher education programmes. The Regulations define the National Curriculum for Sami primary and lower secondary teacher education programmes for years 1-7 and years 5-10.

The Sami primary and lower secondary teacher education programmes are equal to the Norwegian primary and lower secondary teacher education programmes.

The Sami primary and lower secondary teacher education programmes shall have Sami as their main language of instruction.

The differentiated Sami primary and lower secondary teacher education programmes are rooted in Sami culture and society and are based on Sami perceptions of learning and working methods, providing an all-round knowledge of Sami conditions.

The Regulations aim to ensure that the institutions provide integrated, professionally oriented and research-based Sami primary and lower secondary teacher education programmes of high academic quality. The education programmes must comply with the Norwegian Education Act¹ and the prevailing curriculum for primary and lower secondary education and training.

The institutions are to provide integrated primary and lower secondary teacher education programmes showing coherence and cohesion between theoretical and practical studies, between subjects and subject didactics and between subjects. The primary and lower secondary teacher education programmes are to provide the candidates with sound academic and didactic knowledge and to qualify them for research-based professional performance and continuous professional development. The education programmes are to interact closely with the professional field as well as with the society of which schools are part. The education programmes are to place the teaching profession in a historical and social context and contribute to critical reflection and professional understanding. The Sami primary and lower secondary teacher education programmes are to place the teaching profession in a Sami context and an indigenous people's context.

The primary and lower secondary teacher education programmes are to qualify the candidates to be able to provide instruction about Sami conditions and issues and ensure that they have acquired knowledge about Sami children's right to education in accordance with the Education Act and the prevailing curriculum for primary and secondary education and training.

¹ Act of 17 July 1998 no. 61 relating to Primary and Secondary Education and Training

Section 2 LEARNING OUTCOME

The differentiated Sami primary and lower secondary teacher education programmes are to qualify teachers to be able to exercise a demanding and complex profession in a society marked by diversity and change. Learning outcome has been defined on the basis of the National Qualifications Framework.

After completing the primary and lower secondary teacher education programme, the candidate is to have acquired the following learning outcome, defined as knowledge, skills and general competence, as a basis for working in schools and for further competence development.

Learning outcome especially for candidates for years 1 – 7:

The candidate

- has academic and subject didactic knowledge in Sami, Mathematics, Norwegian and other subjects that are part of the education and sound knowledge about elementary instruction for the youngest pupils in the subjects and in reading, writing and numeracy
- has knowledge about how to work with the pupils' basic skills in expressing themselves orally, reading, expressing themselves in writing, numeracy and using digital tools in and across subjects
- is able to ensure progression in the instruction of the basic skills adapted to pupils in years 1 – 7
- has knowledge about the educational pathway as a whole, with emphasis on the transition from kindergarten to school and from primary level to lower secondary level

Learning outcome especially for candidates for years 5–10:

The candidate

- has sound academic and subject didactic knowledge in Sami and the other subjects that are part of the education and knowledge of the subjects as school subjects and as research subjects
- has knowledge about how to work to develop further the pupils' basic skills in expressing themselves orally, reading, expressing themselves in writing, numeracy and using digital tools in and across subjects
- is able to ensure progression in the instruction of the basic skills adapted to pupils in years 5 – 10
- has knowledge about the educational pathway as a whole, with emphasis on the transition from primary level to lower secondary level and from lower secondary level to upper secondary education and training

Learning outcome for candidates in both teacher education programmes:

Learning outcome must be seen in relation to the contents of the subjects and to working methods in the two primary and lower secondary teacher education programmes.

KNOWLEDGE

The candidate

- has knowledge about the distinctive character, history, development and position of schools and the teaching profession in the Sami community and in society as a whole

- has knowledge about the legal foundation, including the objective of education, its value base, curricula and the various rights of the pupils
- has knowledge about curriculum work and about schools as organisations
- has knowledge about children's and young people's learning, development and education in different social, multicultural and multilingual contexts
- has knowledge about classroom management leadership and classroom environments, and about the development of good relations with and between pupils
- has knowledge about the importance of and pre-requisites for good communication and good collaboration between schools and homes
- has knowledge about a broad repertoire of working methods, learning resources and learning arenas, and about the connection between objectives, contents, working methods, assessment and the abilities of the individual pupil
- has knowledge about children's and young people's childhood environment, equality and identity work
- has knowledge about children in difficult circumstances and about children's rights in a national and international perspective, based on international conventions, declarations concerning indigenous people and national legislation
- has knowledge about Sami, national and international research and development work that is relevant for the teaching profession
- has knowledge about Sami traditional knowledge in the different subject areas
- is acquainted with the challenges inherent in the childhood conditions of Sami children and young people

SKILLS

The candidate

- is able, independently and in collaboration with others, to plan, carry out and reflect on teaching in and across subjects, based on Sami traditional knowledge, as well as on research-based and experience-based knowledge
- is able to plan, organize and lead good and creative learning environments
- is able to plan and organize aesthetic activity, experiences and understanding
- is able to adapt his/her teaching to the pupils' different abilities and talents, interests and socio-cultural backgrounds, motivate them to wish to learn by clarifying the learning objectives and using varied working methods so that the pupils are able to achieve the objectives

- is able to assess and document the pupils' learning and development in relation to the objectives of the education, give feedback that promotes learning and help the pupils to assess their own learning
- understands the social perspectives linked to developments within technology and media (safe use, protection of privacy, freedom of expression) and can help children and young people develop a reflective attitude to digital arenas
- is able to reflect critically on his/her own and the school's practice in their work to develop further the role of the teacher and issues of a professionally ethical nature
- is able to master oral and written Sami, show a competent command of the language in professional contexts and be able to teach their subjects using the Sami language. Masters oral and written Norwegian, and is able to use the language in a qualified manner in professional contexts.
- is able to assess and use relevant research results and him/herself carry out systematic development work
- is, in collaboration with parents/guardians and professional bodies, able to identify the pupils' needs and to implement necessary measures
- is able to facilitate the development of entrepreneurial competence and the involvement in education of local working, social and cultural life, tradition bearers and resource persons
- has a good understanding of global issues and sustainable development
- is able to make use of Sami learning methods in his/her teaching
- is able to adapt the instruction in a monolingual or bilingual perspective

GENERAL COMPETENCE

The candidate

- is able to contribute to a professional teaching community with regard to the further development of good practice and a professionally ethical platform
- is able to contribute to a professional community between Sami teachers with regard to further developing good practice and a professionally ethical platform, also across national borders
- is able to stimulate an understanding of democracy, democratic participation and the ability for critical reflection adapted to the age of the pupils he/she is to teach
- is able to contribute to the enhancement of international and multicultural dimensions of the work done in schools and contribute to an understanding of the Sami people's status as an indigenous people
- is able to identify his/her own needs for learning and competence with regard to the teaching profession
- has change and development competence as a basis for his/her encounter with the school of the future

- can contribute to strengthening a Sami, indigenous and international dimension to the work done in schools
- can act as a support for Sami children and young people's development and identity building

Section 3 STRUCTURE OF THE DIFFERENTIATED PRIMARY AND LOWER SECONDARY TEACHER EDUCATION PROGRAMME

(1) Requirements as to specialisation and academic content

The differentiated primary and lower secondary teacher education programmes are to be specialised towards specific year levels in schools, and qualify for teaching years 1 – 7 and 5 – 10 respectively. The education programmes are to be organised as two clearly defined and differentiated primary and lower secondary teacher education programmes in a manner that ensures progression in a coherent professional education programme.

The primary and lower secondary teacher education programme for years 1 – 7 is normally to comprise at least four school subjects, of which at least one must have a scope of 60 credits², while the others must have a scope of at least 30 credits. In the 4th year of studies one school subject may be replaced by a 30 credit subject that is relevant for work in schools. On transition to a master's degree programme after the 3rd year of studies, the first year of the master's degree programme will replace the 4th year of the primary and lower secondary teacher education programme.

The primary and lower secondary teacher education programme for years 5 – 10 is normally to comprise three school subjects, each with a scope of 60 credits. In the 4th year of studies one school subject may be replaced by one school subject and one subject that is relevant for work in schools, each with a scope of 30 credits, or by two school subjects, each with a scope of 30 credits. On transition to a master's degree programme after the 3rd year of studies, the first year of the master's degree programme will replace the 4th year of the primary and lower secondary teacher education programme.

Compulsory subjects, the scope of subjects and teaching practice

In both education programmes there is to be supervised, evaluated and varied teaching practice in all the years of study. Teaching practice is to be an integrated part of all the subjects in the programmes. The scope of the teaching practice is to be at least 100 days spread over all four years: at least 80 days during the first three years of study, and at least 20 days during the last year of study. The teaching practice is to take place in primary and lower secondary education and must cover both the lower and higher years for which the education programme qualifies. There must be progression in the teaching practice and it must be adapted to the students' choice of subjects in all the years of study and be linked to different parts of the school's activities. The teaching practice should be adapted so as to reflect an Allsami perspective.

All school subjects must be professionally oriented teacher education subjects and comprise subject didactics and work on basic skills in the subject. All school subjects and subjects and courses that are relevant for work in schools must be research-based and anchored in an active professional research environment.

² In accordance with ECTS

The bachelor's thesis in the 3rd year of study is compulsory. Work on the thesis and an introduction to scientific theory and method is to make up 15 credits of Pedagogy and Pupil-related Skills (PPS). The thesis is to be professionally oriented with a theme that is anchored in Pedagogy and Pupil-related Skills and/or in other subjects. The thesis should have a Sami or indigenous people's perspective.

Pedagogy and Pupil-related Skills 60 credits, Mathematics 30 credits, Sami 30 credits and Norwegian 30 credits are compulsory in **the primary teacher education programme for years 1-7**.

The subject of Pedagogy and Pupil-related Skills 60 credits is compulsory in **the primary and lower secondary teacher education programme for years 5-10**. No school subjects are compulsory.

The teacher education institutions are to make an international semester and international perspectives in the primary and lower secondary teacher education programmes possible.

(2) The structure of the study programmes

Primary teacher education programme for years 1 – 7:

1st - 3rd years of study:

Teaching practice
Pedagogy and Pupil-related Skills 60 credits
Sami 30 credits
Norwegian 30 credits
Mathematics 30 credits
School subject 30 credits

4th year of study:

Teaching practice
School subject 60 credits or two subjects of 30 credits each,
of which one may be a 30 credit subject relevant for work in school

Primary and lower secondary teacher education programme for years 5 – 10:

1st to 3rd years of study:

Teaching practice
Pedagogy and Pupil-related Skills 60 credits, (normally with
15 credits taken each of the first two years of study and 30 credits the third year)
School subject I 60 credits
School subject II 60 credits

4th year of study:

Teaching practice
School subject III 60 credits, or two subjects of 30 credits each,
of which one may be a 30-credit subject relevant for work in school

Section 4 NATIONAL GUIDELINES, PROGRAMME DESCRIPTIONS AND INDICATORS

National Guidelines have been established for the subjects in the primary and lower secondary teacher education programmes, as well as indicators for high quality teacher education programmes subjects. Based on the Regulations and on National and Sami Guidelines, each institution must prepare programme descriptions for the Sami primary and lower secondary

teacher education programmes including decisions on academic contents, teaching practice organisation, working methods and assessment schemes. The programme description is to be approved by the Institution's Board.

Section 5 RULES CONCERNING EXEMPTIONS

An examination or test that has not been taken as part of a primary and lower secondary teacher education programme, may provide the basis for exemption, cf. section 3-5 of the Act relating to universities and university colleges. Education that may provide the grounds for exemption must either be a subject that corresponds with a school subject or a subject which is relevant for work as a teacher in primary and lower secondary education, cf. section 1, and should comprise subject didactics and teaching practice. The student should also be able to document Sami language competence in the subject.

In primary teacher education for years 1-7, exemption may be granted from the test in one of the versions of written Norwegian in the case of students that have not been assessed in both versions of written Norwegian in upper secondary education. Foreign students choosing instruction in their mother tongue as part of their studies may be granted exemption from the requirement of taking Norwegian.

Exemption from the test in one of the versions of written Norwegian also applies to students in primary and lower secondary teacher education for years 5-10 who do not choose Norwegian as one of their subjects and to foreign students who have not attended upper secondary education from Norway. There are no rules for exemption from written versions of Norwegian for students choosing Norwegian in primary and lower secondary teacher education for years 5-10.

Exemption shall be recorded on the diploma.

Section 6 ENTRY INTO FORCE AND TRANSITIONAL RULES

The Regulations enter into force on 1 March 2010. The Regulations apply to students admitted as of the academic year of 2010-2011.

Students following earlier curricula have the right to sit examinations in accordance with these until 31 December 2015. As of this point in time the National Curriculum Regulations for General Teacher Education of 13 December 2005 are repealed.