

**GENERAL PLAN AND REGULATIONS**

**FOR**

**GENERAL TEACHER EDUCATION**

- abbreviated version -

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# **1. TEACHER EDUCATION**

# AN OUTLINE OF TEACHER EDUCATION

Pedagogical work in kindergartens, primary schools, secondary schools and adult education requires teachers who have been professionally trained in many different fields. Hence there are many types of teacher education. The different types have many things in common, but there are also many differences: They are aimed at teaching in different types of schools and some have greater emphasis on scope than on in-depth study of a small number of subjects.

*Kindergarten teacher education* is a 3-year education programme aimed at pedagogical work in kindergartens, the first year in primary school and among children on the same level in other institutions and arrangements of supervision before and after school hours. The programme includes educational theory and practice as well as the study of specialist subjects and teaching methods in a number of subjects. Included in the course in teaching methods is one in-depth course in one subject or field. There is great emphasis on interdisciplinary training. With one supplementary year of teacher education aimed at teaching children between the ages 6-9, kindergarten teachers may teach on all levels in a primary school.

*General teacher education* is a 4-year education programme mainly aimed at teaching in compulsory schools (primary and lower secondary schools) and which qualifies the student for a position as class teacher. The student can also teach adult pupils in primary school subjects. The programme includes one obligatory part consisting of educational theory, supervised practice in schools and a study of the main subjects in primary schools. The study of subjects is combined with a study of teaching methods in the subject. In their fourth year the students must choose 1-2 specialist subject(s) or field(s), or special-purpose courses, or courses aimed at one particular level in primary schools.

*Specialist subject teacher education.* This is usually a 3-year education programme including a high level of specialization and in-depth study. The programme includes educational theory, supervised practice in schools and a study of 2-3 specialist subjects. A study of teaching methods is included in the training. The education qualifies the student for teaching in lower and upper secondary schools, for various types of adult education and other types of optional education. In addition, in the case of some subjects and fields, such as practical and esthetic subjects, the programme qualifies the student for teaching in primary schools.

*Vocational subject teacher education.* This is a 3-year education programme which is based on the level achieved for the general right to study, a craft certificate, or similar vocational training from an upper secondary school combined with practical work experience. The 3-year programme includes educational theory, supervised practice in schools, theoretical and vocational studies, and the study of teaching methods. The training provides a common basis and education for all vocational teachers, with regard to both depth and scope. The programme qualifies the student for teaching in upper secondary schools and in adult education, and may qualify for teaching some subjects in primary and lower secondary schools.

*1-year programme in educational theory and practice.* This is a teacher education programme for students who have 3 ½ to 6 years of university or college education (usually covering 2 or 3 school

subjects). Other students may have completed their vocational training, including vocational theory combined with practical work experience. The programme includes educational theory, supervised practice in schools and a study of teaching methods. The programme qualifies the student for teaching specialist subjects in primary schools, lower and upper secondary schools and in adult education programmes.

*Saami kindergarten teacher education and Saami general teacher education* are mainly structured and organized like other kindergarten- and general teacher education, but there is an emphasis on Saami language and culture. Saami teacher education is aimed at teachers in Saami communities. The training is aimed at helping Saami pupils preserve and develop their language, their culture and society. The programme qualifies the student for teaching in Saami schools as well as in all other Norwegian schools. Since the biggest Saami population is found in Norway, Norwegian authorities have a special responsibility for the Saami community. Saami teacher education is therefore also open to Swedish and Finnish students.

One unique feature of the teacher education programmes in Norway is that any teacher education qualifies for teaching in many different types of schools. The following table shows possible options for a student who has completed his/her teacher education.

	Kinder- garten 0-5 yrs	Primary School			Upper Secondary Level 16-18 (19) yrs
		<i>First 3 years</i> 6-10 yrs	<i>Next 3 years</i> 10-13 yrs	<i>Lower Secondary School</i> 13-16 yrs	
Kindergarten teachers					
General teachers					
Specialist subject teachers					
Ed. theory and practice: - general subjects					
- vocational subjects					

- The training is primarily aimed at this type of school
- The teacher may teach in this type of school with supplementary training
- The teacher may teach specialist subjects only

Within the current terms and conditions of appointments, such overlapping training will give the school authorities greater freedom when selecting teachers with relevant training for the needs of their particular school.

The teacher education programmes are part of the Network Norway. This means that the different types of programmes have several things in common, which facilitates transfers between different colleges of education and universities. However, every college or university has a unique profile and

offers unique study programmes. This situation gives a lot of variety and offers students many specialist courses, both in specialist subjects and in educational studies.

## **FROM KINDERGARTEN TO ADULT EDUCATION**

The colleges of education have the main responsibility for qualifying teachers for implementing the intentions and aims of compulsory education. The different types of teacher education programmes are adjusted to the type and level of teaching they are aimed at. All types of teaching have many things in common, regardless of specialization or level. The elements common to all types of teaching must be present in all types of teacher education. The following is an outline of the elements which should be found in all types of teacher education programmes: <sup>1</sup>

### **Life-long learning**

Every generation must be given the opportunity to receive an education which will enable each individual to take responsibility for his/her own life, cooperate with others and take on responsibilities at home, at work and in society in general. All education should be part of a life-long learning process. The different levels, from kindergarten to adult education, will include different things and be based on different traditions, but together they make one whole. All types of education should encourage continued learning and personal development.

Attending kindergarten is optional, but most children have attended kindergarten for one or several years before starting primary school. The aims and contents of kindergartens have been outlined in the national general plan for kindergartens. The general plan is based on an educational theory which aims at giving children considerable freedom for play and personal development, and which combines childcare with education. A kindergarten should be adapted to the local community, and all activities must be safe and carried out in agreement with the child's parents. A kindergarten should reflect the values and culture of the community, and show respect for the values of the children's parents. A kindergarten places great emphasis on the personal growth and development of every child. The child should acquire basic social interaction skills and communication skills. The learning process in a kindergarten is part of informal everyday activities, but may in some situations be under the supervision of an adult. A considerable part of the education in kindergartens is a preparation for future school subjects.

The primary and lower secondary schools include all children between 6-16. The main aims, principles and instructions are outlined in the national curriculum and teaching plan for primary and lower secondary schools and in the Saami teaching plan. The national teaching plan includes a plan

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<sup>1</sup> In the following, the word pupil is used to describe children and adolescents in kindergartens, primary schools and secondary schools, as well as adult pupils in adult education. The word parents is used to describe biological parents and other superiors. The word education includes kindergartens, schools and businesses run as educational institutions, and the word teacher includes kindergarten teachers, general teachers, specialist subject teachers and teachers with a 1-year programme in educational theory and practice in general or vocational subjects.

for each subject. The teaching plan is divided into several different subjects, but a significant part of the teaching should be interdisciplinary. There is a great emphasis on theme-based study and on project work. The primary and lower secondary schools have been given considerable responsibility for the general welfare and upbringing of children and adolescents, and must offer some arrangements of supervision for children between 6-9 before and after school hours and the school year, in compliance with the needs and wishes of each child and its parents. The primary and lower secondary schools are divided into 3 main levels, which all have different contents and educational practices. It is important to see the different levels as parts of a continuing process, in order to facilitate the transition from kindergarten to primary and lower secondary school, and from lower to upper secondary school.

All individuals between 16-19 are entitled to 3 years of upper secondary education, which gives either a general right to study or a craft certificate. The national teaching plan and curriculum for upper secondary schools include both general aims and aims specific for each subject. The education of pupils and apprentices has been specified in the main aims of the teaching plans. The teaching plan and curriculum cover all levels in the upper secondary school. The vocational branch consists of a combination of studies in school and practical training or work experience. The general branch gives a general right to study and offers in-depth study of many different subjects. The vocational courses include a basic course in general core subjects which are common to all, and offer a wide range of training, resulting in a craft certificate or other vocational training. Today there is a much stronger connection between the vocational and the general branches than previously. All branches have the same core subjects. This may give all pupils a common frame of reference, and also enable the pupils to combine vocational training with gaining the general right to study.

In addition, there are education programmes specially designed for adult pupils. In such programmes, the contents and methods of study and evaluation have been adapted to the work experience and general life experience of an adult. Adult education may be based on the extensive use of communications and information technology. Adult pupils must be able to document their knowledge and skills attained outside the formal education system. The aim is to give access to all types of education and documentation of all types of skills, all in a life-long learning process.

The continuity between primary, lower and upper secondary schools and adult education is emphasized in the general part of the teaching plans for primary and lower secondary schools, upper secondary schools and adult education.

Many children and adolescents take part in many kinds of voluntary training. As important supplements to ordinary schools, one may include esthetic and music studies, sport clubs and a wide variety of other clubs, societies and committees, and various types of education offered by the adult education movement. All such supplements are important parts of the life-long learning process.

## **Values**

Both our history and contemporary society are strongly influenced by Christian values and traditions. But humanistic values, such as the principles of democracy and human rights, are also a natural part of our values. The Norwegian system of education is based on the view that all men and women are equal and that human worth is inviolable. All education is based on basic Christian and humanistic values, such as equality, love of humankind, and solidarity. In the course of their education, children and adolescents will learn about our common cultural heritage and gain an

understanding of ethical norms and principles. At the same time, an education should prepare each pupil for life in society, based on individual freedom and independence, while taking responsibility for the life and welfare of oneself and others. Kindergartens and schools must promote respect and tolerance for different cultures and religions, and thus counter all forms of discrimination. They should also stress the importance of having a moral responsibility for society and the world in which we live. They should encourage self-realization in a way which may benefit the local community.

Kindergartens and schools should teach children and adolescents an understanding of their moral obligations and of the common moral values in our culture. The pupils must learn the difference between right and wrong, between truth and false, good and bad, and to take responsibility for their own actions. They must learn that a human being can, against his or her better judgement, act against what is right and true and thereby harm him/herself and others. A school education must therefore also encourage faith in life, and help each individual to gain the personal strength with which to meet the setbacks, crisis and conflicts of life. All pupils must be treated with respect, even when they fail, and be given the opportunity to start afresh.

The values inherent in our culture tend to be complex in their origin and are rooted in different traditions. They have evolved through debate and conflict, which often have contributed to a sense of unity and spirit of community regardless of differences in opinion. Norms, values, customs and habits change, and different societies have different rules of conduct. Such rules undergo constant changes, and any changes will be debated and subject to deliberation and criticism. Teachers must explain the difference between permanent values and changeable norms and rules, so that their pupils will be able to make their own choices in life based on more permanent guidelines.

Education is based on the principle that parents have the main responsibility for the upbringing of their children. Both kindergartens and schools must perform their work in understanding and cooperation with the parents.

## **Views of learning**

The learning process takes place in the family, in the leisure time, in kindergartens, schools and at work. For young children social interaction and play are the basic forms of learning and living. Children tend to be curious and willing to acquire new experiences and knowledge by playing and exploring the world around them. All education must be based on a child's joy when playing or engaged in creative activities. A kindergarten or school must give the child the opportunity to play and learn on its own terms and in interaction with others. The teacher should assist the pupils in the learning process, encourage personal initiative and give them freedom to make their own choices. As the pupils grow older, they must be given greater responsibility for their own learning process. The learning environment must take into consideration any gender-based interests and qualities. Furthermore, it should be based on each pupil's capacity for empathy, experience, participation, comprehension and mastering of skills. The learning process should aim at giving the pupils knowledge, skills and attitudes which will enable them to meet everyday life at school, at home, at work and in society in general - even in a society in constant change.

The above view of learning is based on the assumption that pupils are curious, have enterprise, and that they wish to learn and try new things. Kindergarten and schools must provide a safe and happy environment, but they must also be committed to giving all pupils new challenges in agreement with the teaching plans. They must support their pupils' motivation for learning, and encourage them in

their attempts to master new challenges.

All professional teaching must be aimed at helping the pupils to learn and grow, and to learn in cooperation with others as well as on their own. Learning is an accomplishment of each individual pupil or apprentice. Children, adolescents and adults should be active, acting and interacting, as well as independent. Their personal development should come as a result of a learning process based on initiative, creativity, a sense of community and team work, and which has room for play and for investigative, creative and practical methods of study.

There is a tradition for learning by experience, work and by searching for insight, and this tradition should be kept alive. A school education should combine practical work experience and learning by experience with more theoretical approaches. It should be firmly based on our cultural heritage.

### **A sense of community and adjusting to others**

Everyone has an equal right to education, regardless of their geographic or social background, gender, age, ethnic background and abilities. Everyone should be offered an adequate, adapted education within a coordinated system. Kindergartens and schools should be a meeting-place where children can be, work and learn together. A sense of community has been realized by building kindergartens in all municipalities and within an education system which aims at offering the same quality of education throughout the country.

The education provided must impart the experiences of previous generations, show an awareness of history and keep alive our common heritage of knowledge and culture. The presence of new minority groups in Norwegian kindergartens should lead to an extension of the concept of our cultural heritage by including other cultures. Schools and kindergartens should focus on the common frames of reference and contribute to greater understanding of them. They should also encourage new enterprises and developments in our culture and in the professional world in general.

The education provided should promote a sense of the national as well as the local community. The teaching plans stress cultural diversity and independence, as well as a high degree of choice in priorities by each school and each teacher. Schools and kindergartens should be in dialogue with the local community, so that local enterprises and resources may be utilized. Both kindergartens and schools should focus on and relate to the local community, in terms of teaching the pupils about local scenery and wildlife, local art and culture, trade and business life, traditions and customs.

Equality between pupils can only be achieved by being aware of the differences between them: There may be cultural differences, differences in abilities, interests and gender. A teacher's work must be adapted to all the differences in the pupils' backgrounds and abilities. All pupils must be treated with respect and given the opportunity to succeed and master new tasks. Some pupils need more help than others, both academically and socially. Everybody should be given an opportunity to use their abilities, attain a positive view of themselves and be stimulated to continued learning and personal development. The diversity of backgrounds and interests should be reflected in a diversity of tasks in kindergartens, schools and businesses run as educational institutions.

### **Versatility and specialization**



The experiences which children and adolescents go through are changing rapidly. From an early age children spend a considerable amount of time in kindergartens, schools or in various supervised leisure activities. Care should be taken to encourage the resourcefulness of each child, while stressing elements like learning, socialization and forming an identity. Together with others, children should be taught interactive skills and communication skills. They must learn physical-motorial skills and how to increase their knowledge and develop their abilities, and they must be given an opportunity for personal and social development and learn ethic and esthetic principles. When children grow older, they must be engaged in in-depth studies of certain subjects as a preparation for vocational training or higher education. One of the main aims for schools and kindergartens is to encourage the development of "an integrated human being".

A stimulating environment for personal development and learning will strengthen every pupil's self-respect and faith in his/her abilities, and maintain and stimulate the pupils' desire to learn more and face new and unfamiliar tasks. After having gained a basic level of knowledge and skills, the pupils will move on to higher levels. All pupils should be given the opportunity to test and use their knowledge and skills. All schools should teach their pupils environmental protection and the responsibility of all for the general development and growth of society. Pupils should be taught an understanding of democracy and how to take charge of their own situation. But versatility is not all; pupils should also be stimulated to do in-depth studies and specialization. This may be realized by individualized teaching, by certain projects, optional subjects in primary school and by the choice of branch of study and subjects in upper secondary school.

Social changes and changes in the professional world have resulted in new requirements in most professions. This situation demands a well educated population in terms of both scope and specialization, and individuals who have moral awareness, enterprise and new ideas.

## **Saami language and culture**

The Saami language and culture are an important part of Norwegian history and contemporary life. The preservation and development of Saami language, culture and society is an important task on all levels in the education system. There are two main aspects of this.

Kindergartens and schools should strengthen the Saami identity and bilingualism of their Saami pupils. The Saami teaching plan and curriculum for the 10-year school promote the idea of preservation and growth of the Saami cultural heritage. Kindergartens and schools should encourage the preservation and further development of the various traditions, skills and knowledge which are at the root of the Saami community and culture. The education provided should prepare its pupils for life in the Saami, the Norwegian and in the international community.

Other pupils will be given an introduction to Saami culture and society as part of their study of their national culture. Saami language, culture, history and society are integrated in several subjects in primary schools. Saami literature is part of the Norwegian studies for all pupils in upper secondary schools.

## 1.3 BEING A TEACHER

### The teaching profession

The teaching profession is a complex and demanding profession. The work as a teacher depends heavily on aptitude and the teacher's ability to stimulate interaction between people, and thus to supervise the learning processes. Being a teacher requires substantial knowledge, skills and insight into many different fields. A teacher is expected to be a specialist in one or several subjects or fields, to be able to impart knowledge, supervise, care for others, educate and impart certain values, all at the same time. The emphasis on each of these qualities may vary according to what type of school the teacher works in and on the level of the pupils.

Throughout history, the different aspects of a teacher's work have been given different emphasis and meanings. One example is the idea of the teacher as the primary source of knowledge in a school. In earlier times, this was considered to be the most important part of a teacher's job, but today, there are other aspects which are at least as important. A teacher is no longer the most important source of knowledge in a school. Today, the pupils may collect information from books, radio, television and by communications technology. This means that the pupils themselves play a far more active part today, and that they have greater responsibility for their own learning. It is now more important for a teacher to act as a guide and supervisor.

Kindergarten teachers have always stressed the importance of active children, and kindergarten activities have been based on the children's own interests and needs. The national general plan has given the kindergartens greater commitments. This means that kindergarten teachers today must prepare the children for future school subjects.

The extensive changes in society and in family structures have affected a teacher's tasks and work situation. New education acts, national teaching plans and curricula have transferred tasks from the community and home to the school. A teacher's job has become more complex and extensive by new tasks and greater responsibility. As a result, the teacher education has been expanded.

Teachers in upper secondary schools have met with new challenges, partly because more adolescents enter upper secondary school today and partly because the compulsory school has become greater in scope. Vocational subject teachers may meet with particular challenges. The world of trade and business is constantly changing. Teachers have to make a great effort in order to be updated on such changes, and only then can they offer their apprentices an education which is relevant to future jobs.

One may assume that more teachers will be engaged in adult education in the future. This situation offers new challenges, both in terms of specialization, teaching methods and organization.

The teachers' approach to their pupils and the pupils' approach to the teaching have always been the most important elements in a teacher's job. At the same time, it is important to encourage a healthy, social environment in each class or group of pupils. The interaction between teachers and pupils, and between the pupils, are of crucial importance for the pupils' personal growth and development.

A teacher's job usually alternates between the "here and now" and more long-term aims. Teachers are committed to the national teaching plan and curriculum in that the pupils must be introduced to

its contents and learning methods, and the teachers must work systematically so that all pupils will benefit as much as possible from it. At the same time, teachers should be able to act on the spur of the moment and be spontaneous, to meet the concerns of their pupils at all times, and encourage their initiative and joy of life. Spontaneous and fast decisions in interaction with the pupils are a demanding part of a teacher's job. Interaction with pupils can be difficult, since some pupils may have considerable behaviour problems. It is important to be able to prevent and handle such problems, both with regard to the pupil in question and the class as a whole.

A considerable part of a teacher's job is carried out in interaction with pupils and colleagues. Moreover, teachers are part of a greater context. Every kindergarten and school is part of a greater system. Teachers may thus have to cooperate with individuals and educational institutions outside their own school.

A teacher's tasks may be solved in different ways and will vary depending on the age of the pupils and what kind of school the teacher works in. A teacher's specialist subject and particular tasks will affect the teaching situation. However, some elements are common to nearly all teachers. Some of these elements have been outlined below.

### **The teacher as intermediary, organizer and supervisor**

A teacher should be a valuable asset in a subject and create a good environment for learning and personal development, and act as supervisor for the pupils.

Learning may take place in formal as well as informal situations and is something that happens individually. A good teacher may inspire learning, but the pupils will only learn by making an effort on their own. The teachers must encourage this process, and treat their pupils with respect and give them tasks which they are able to perform. They must help their pupils put new information into a greater context.

The teachers must be specialists in their subject, be engaged by it and teach it so that it will be interesting and stimulating for the pupils. They must be good story-tellers and have the ability to inspire, and at the same time take into consideration the abilities of each pupil. It is very important that a teacher is willing to give extra help when needed, to help prevent learning disabilities and offer help at an early stage.

The organization of the teaching situation is an important task for all teachers. They must create challenges and variety in the physical learning environment, and give the pupils opportunities to play, experiment and learn. The teachers must be able to organize a functional, safe, orderly and work-efficient laboratory or workshop. They must relate school activities to leisure activities organized by the school, to the local trade and business world and to other aspects of the local community. Organizing adult education offers special challenges. Adult education must be adapted to the adult pupils' life experience and any obligations they may have in their everyday life. It is of utmost importance that adult education takes as its starting point the existing knowledge and experience of the adult pupils.

A teacher is the supervisor of a class or group of pupils. He/she must take charge and take the responsibility for organizing the teaching so that it has a clear purpose, creates enthusiasm, interaction and friendship. In working with other teachers, all teachers must be willing to take on

informal or formal leadership tasks. As leaders, teachers are committed to teaching in conformity with education acts, teaching plans and curricula.

The teachers will supervise their pupils and help them develop academic, personal and social skills. In order to be a good supervisor, a teacher must be a specialist in his/her subject and have an understanding of each pupil's level in the learning process. The teacher must observe this process, inspire the pupils, ask questions and help their pupils to think and act for themselves. The pupils must get some form of evaluation of their work. As they grow older, they must learn to take responsibility for their own learning, set goals for themselves, evaluate their own effort and results. The pupils should also take part in the evaluation of the learning environment in their school.

### **Interaction between teachers, colleagues, parents and the local community**

Cooperation is essential in all teaching jobs. The teaching staff must share the responsibility for the growth of both their school and their pupils. With their different academic backgrounds and skills, all teachers in a staff will complement each other. The teaching staff is a resource from which the pupils will get the help and guidance they need for learning and their personal development.

Using the national teaching plans as their basis, all kindergartens and schools must make joint decisions in relation to the local teaching plans. Teachers must be able to work together across sections, classes, levels and departments. They must cooperate in the planning, implementation and evaluation of the school's activities. Interdisciplinary work requires a considerable amount of joint planning. This is also the case when cooperating with assistants or when two or more teachers share the responsibility for the same group of pupils.

In upper secondary schools cooperation is especially important between the general teachers and vocational training teachers, and between teachers with different vocational training. It is important that all teachers know and respect each other's training or education, background and specific skills.

Since the introduction of new professional groups in kindergartens, schools and other institutions of education, teachers must be able to cooperate with different kinds of professionals and institutions. They must cooperate with mother tongue teachers, assistants and the staff supervising children beyond school hours. In addition they must cooperate with the pedagogical-psychological advisory service, the child welfare service and in some cases with various follow-up services. This will only work if everyone cooperates on the implementation of the national teaching plans and curricula.

Parents have the main responsibility for the upbringing of their children. Communication between the kindergarten or school and the home is therefore of crucial importance. Teachers must work in close contact with the parents. Cooperation between teachers and parents must be based on mutual respect and by focusing on what is in the best interest of the child. A presupposition for cooperation is mutual communication and information. Parents with another cultural background, parents of children with special needs and parents who do not live together, all present challenges.

Parents must be given the opportunity to play an active part in kindergartens and schools. The parents' commitment is of crucial importance for the motivation of the pupils and for their future education and career choices. The teachers' supervision is more effective when the teachers cooperate with the parents. It is therefore important to engage the parents' commitment well into the upper secondary school levels. Cooperation with parents take different forms at different times in a

child's education. The school's cooperation with the parents changes as the pupils come of age. Adolescents will be gradually more independent and must take greater responsibility for their own development and choices.

Kindergartens and schools share the responsibility for the child's environment. Children on all school levels must learn about their local community. Pupils may be stimulated by collaborative work between their school and optional music studies or esthetic studies, local cultural activities and clubs, societies and charities, and the local world of trade and business. Kindergartens and schools should cooperate with charities, churches and local authorities. In some cases one may cooperate with the local world of trade and business, and with local trade unions and employer's associations. Mutual, active and constructive cooperation between the local community, the world of trade and business and the schools may contribute to new enterprises, such as businesses run by pupils and other collaborative efforts.

A successful and realistic vocational training depends on cooperation with the world of trade and business. Cooperation between the world of trade and business and schools may strengthen the teachers' knowledge and skills and make it easier for them to keep abreast of the changes in the outside professional world.

### **The teacher as role model**

In many situations, a teacher will be a role model for their pupils. This means that teachers must make demands on themselves, as they make demands on their pupils. A teacher must set a good example in relation to the attitudes and values which are being taught. In order to set a good example, one must show respect for others, for the subject taught and for one's own and other people's work. A teacher must set a good example by showing enthusiasm for his/her specialist subject and by being able to interact with others.

For a teacher to be a model, the pupils must identify with their teacher and believe that their teacher likes them, wants what is best for them, respects their integrity, is fair and understands their presuppositions and needs. The pupils must be able to trust and speak openly to their teacher. A teacher must take the time to supervise each pupil, taking into consideration the resources and experiences of the pupil. A teacher must show their faith in the potential of all children, adolescents and adults. Consequently, the pupils may gain hope and confidence.

In a multicultural society it is very important to have teachers with other cultural backgrounds, not least so that the pupils may see their teacher as a role model, and to make it possible for pupils with another cultural background to identify with their teacher.

### **The caring teacher**

The changes in society have given kindergartens, schools and the arrangements for the supervision of children before and after school hours greater caring responsibilities.

The national general plan for kindergartens is based on a view of learning which regards learning and caring as two parts of a whole. Learning and caring are important in primary, lower and upper secondary schools as well. Optimal learning and development can only take place if certain basic

needs have been satisfied. Being in a caring environment forms a good basis for learning, and organizing a good and versatile learning environment is a way of caring. This is a basic concept in all education, but the teacher's caring tasks play different parts as the children grow older.

Children come to school with a desire to learn, the need to be taken seriously, to be respected for what they are, and with a need for challenges. A teacher reveals his/her solicitude by showing their pupils that they expect certain things from them, and by being positive and warm-hearted. Caring may be generosity, such as when the teachers look after the well-being of their pupils. A caring attitude is expressed by being well prepared for classes and by giving the pupils necessary help and support, both academically as well as socially. Teachers must meet children, adolescents and adult pupils on their own terms. All pupils must be given challenges, support and help, and those who fail and lose their courage, need special attention and care.

A caring attitude includes showing respect for the home of each pupil and helping all pupils to form an identity based on their own cultural background. Moreover, kindergartens and schools must bridge the gap between different cultures.

Caring means giving pupils an opportunity for positive self-expression as well as setting limits. Teachers must be able to observe and encourage positive behaviour in their pupils, and to take action against negative behaviour and bullying. Preventing behaviour disorders is an important part of a teacher's job. Teachers must ensure that all pupils experience a sense of belonging in their class, while at the same time realizing that all pupils are different and must be treated differently. It is important that teachers are attentive to every pupil's need for care and support.

Children and adolescents who experience a crisis, such as illness, death, divorce, incest, or who are being bullied and excluded from other pupils, will need special care. A teacher can only be a caring teacher if she/he is familiar with the needs of children and adolescents. A teacher must be able to realize when a pupil needs help, and know what is considered the natural development of a child. They must be able to recognize symptoms which require special action. They must also know where and how to get help if a pupil needs more care than a kindergarten or school can offer.

The pupils themselves can be caring individuals. If their teachers express a caring attitude, children and adolescents may also take greater care of each other.

## **1.4 TASKS AND AIMS FOR TEACHER EDUCATION**

### **Purpose**

*Teacher education shall through teaching, research and academic development work provide the academic and pedagogical knowledge and practical training that are necessary for planning, conducting and evaluating teaching, learning and upbringing. The education provided shall take its point of departure in different presuppositions with respect to pupils and kindergarten children, and it shall be in conformity with the aims of the level of learning at which the education is aimed. Teacher education shall promote the students' personal development and professional ethical attitude, develop the ability for reflection, awaken an interest in academic and pedagogical development work of relevance to work in school and kindergarten, and provide an understanding*

*of the relationship between professional teaching and the function of the education system in society. (Section 54(a) of Chapter 10a of the Universities and Colleges Act.)*

## **Vocational training which answers the needs of society**

The different types of teacher education programmes must cover society's needs for teachers on all levels and in all parts of the education system. Hence, the teacher education programmes must offer training in all relevant subjects and fields. Teacher education programmes should not only educate teachers for kindergartens and schools, but increasingly also for adult education programmes.

Teacher education programmes are administered by colleges of higher education or by the universities. Hence the academic standards of research and tuition must meet the general standards at this level. However, the teacher education programmes are unique in the sense that they are specifically aimed at future work in schools. The Day Care Institutions Act and national general plan for kindergartens, and The Education and Training Act and national teaching plans and curricula for schools, form the basis to which all teacher education programmes must be committed. The unique quality of teacher education must be maintained by contents, teaching methods and evaluation methods, and at all colleges and universities.

General social developments and changes in the education system constantly make new demands on teachers. Basic teacher education should encourage students to move on to further studies, such as in-service studies or other supplementary studies, or doing innovative work.

Teacher education students are expected to acquire skills in the following five fields in the course of their study:

### **Specialist subject skills**

Teachers must be able to teach specialist subjects and place their knowledge into a broader perspective. In order to do this, teachers must be specialists in their field or subject, whether it is an academic, esthetic or vocational field. Solid education or training is important because it gives confidence in the teaching situation. Teachers should be an asset in their subject, and thus be able to create a good learning environment, answer questions from their pupils and help finding answers.

A teacher needs to be a specialist in his/her subject in order to teach and illustrate material with a wide range of examples. Similarly, a teacher needs specialist education or training in order to be a good supervisor for pupils doing project work or interdisciplinary studies. Teachers must be able to supervise their pupils' attempts at innovation, solving problems and doing their own work. Putting theoretical information into practice, as in vocational training, may be a particularly demanding task.

Teacher education students must therefore acquire specialist skills. In some fields students will have to learn certain working methods and the use of certain tools and materials. Teacher education must be committed to the teaching plan and curriculum for the type of school at which the training is aimed. Students must learn the most important perspectives, theories, concepts and teaching methods relevant to their subjects, and understand how each subject may be applied to the world of trade and business and other professional life. Moreover, they must realize how new information

and knowledge are acquired within each field. Students must be able to understand the differences and similarities between the subject from a student's point of view and the subject from a teacher's point of view, and how all subjects may be integrated in interdisciplinary projects and theme-oriented studies. They must know how their subject is taught on all levels in the education system, but particularly in the type of school they are being trained for.

The study of specialist subjects will give the teacher education students expertise in their field, contribute to their personal development and prepare them for their future as a teacher. The study of a specialist subject will enable them to stay *à jour* after having completed their basic education.

## **Teaching skills**

Acquiring teaching skills serves two purposes. A study of teaching methods will enable the students to evaluate their own work and skills as a teacher. The study of teaching methods includes both general teaching methods and teaching methods related to specific academic or vocational subjects.

Having good teaching skills will give a teacher the ability to reflect on the aims of the teaching, the contents of the curricula, the pupils' presuppositions and on the requirements and possibilities inherent in the general plans for each kindergarten, school or other institutions of education. On the basis of such reflection, every teacher should be equipped to conduct the teaching, both in terms of the contents and working methods. The implementation of a course demands constant consideration and adjustments.

In the course of their teacher education, students must learn reflection by gaining an understanding of teaching methods and by analyzing the present education system, but they must also take into consideration historical, comparative and sociological-cultural perspectives. They must gradually learn to see kindergartens, schools and vocational training as parts of a bigger system.

Students must learn the basic principles of learning and motivation. They must gain an understanding of the basic needs of children, adolescents and adult pupils, of changing behaviour patterns as a result of a child's age and its personal development, and understand the different mentalities of children and adolescents who have been raised in different environments. Teacher education students must understand how important self-confidence, a feeling of security and confidence are for a pupil's desire and ability to learn. Taking this as their point of departure, the students must learn how to adapt their teaching to different age groups and levels. They must take into consideration that as teachers, they will meet pupils from the majority of the population as well as pupils from various minority groups.

Teacher education students must learn to analyze and implement the teaching plans and curricula, both alone and in cooperation with others. Taking as their point of departure legislation, teaching plans, curricula and other regulations, they must learn how to make local and individualized teaching plans. Thus they will learn to balance the material common to all pupils with locally or individually adapted material. Students must learn how to help their pupils study systematically, and how to acquire knowledge, skills and values. They must be familiar with and be able to put into practice the specific teaching methods and evaluation methods for each subject, and know how to use them in different situations.

Students must be able to recognize the characteristics of a normal learning process as well as typical



deviations. They must recognize the main characteristics of general and more specific learning disabilities, and be able to recognize differences between pupils. Students must learn how to adapt learning material, teaching methods and the organization of the teaching to the different abilities and backgrounds of their pupils. They must learn how a teacher can conduct the teaching situation so that all pupils, regardless of abilities, can take equal part in the social, academic and cultural environment of their school. Teacher education students must be familiar with bodies responsible for helping children and adolescents with special needs and the various bodies which support teachers in their work.

Teacher education students must learn to take as their point of departure the experiences and interests of children and adolescents, and to see the pupils as co-workers and help them to influence their own learning. It is important that students learn to consider social developments, and to balance formal requirements with the pupils' abilities. They must also be familiarized with various strategies for creating a stimulating learning environment. The teacher education should thus try out many different teaching and learning methods, and learn how to use many different types of teaching material, including information and communications technology.

Teacher education students must analyze the teaching plans and curricula, the principles for choosing teaching material, teaching methods and forms of evaluation for all subjects. They must know the principles of learning psychology and developmental psychology, on which all professional teaching should be based. They must learn how to apply educational principles to practical teaching. They must familiarize themselves with the most common forms of learning disabilities in each subject, how to diagnose such disabilities and what may be done about it.

## **Social skills**

Social interaction, supervision and cooperation are central aspects of the teaching profession. Such skills are based on specialist skills and teaching skills, which contribute to giving a sense of authority and confidence. When dealing with parents, fellow teachers and pupils, it is of crucial importance that a teacher has the ability to observe, listen and understand the opinions of others, and that she/he can be flexible and creative.

The teacher education must include teaching and learning methods which will result in social interaction skills, and an understanding of the demands and norms of a community. Students must learn how to plan a course of study, and be put into situations which require adaptability and good working habits. They must familiarize themselves with and understand group dynamics and leadership, and learn how to analyze and solve conflicts. They must learn communication skills, which will enable them to understand and adapt to the opinions of others. It is important to have both informal and formal discussions with pupils and colleagues about different experiences, relevant educational issues and academic problems, in order to gain a better understanding of the teaching profession and to develop social skills.

Students must learn leadership skills, which will enable them to organize their pupils' activities, and learn to be able to take on leadership responsibilities in relation to their colleagues.

Students must familiarize themselves with pupils with different abilities, experiences, and different social and cultural backgrounds. They must learn to observe and understand the pupils' needs for attention, challenges, care and help. Teacher education students must learn to focus on their pupils,

to express respect and care, and attempt to empathise with their experiences and level of knowledge. The students must familiarize themselves with the attitudes, values and opinions of minority groups.

Social skills may be acquired by taking part in activities such as sports, singing or playing a musical instrument, in drama groups or various charities, societies and hobby clubs. Such activities should be an important part of the activities in a college of education.

## **Professional ethics skills**

A teacher's job involves making a lot of decisions. Acquiring professional ethics skills means that teachers must learn how to make choices in relation to the basic values on which education is based. A teacher's professional ethics skills must be based on a commitment to the superior aims of education and to the values expressed in The Day Care Institutions Act, The Education and Training Act and in the national teaching plans and curricula. Teachers must also be committed to certain international conventions which Norway has agreed to, such as the UN Convention on Human Rights and the UN Convention on the Rights of the Child. A teacher's professional ethics skills are expressed in his/her deliberations and decisions based on such conventions. As professionals, teachers must be able to explain the reasons for their choices, priorities and actions, for example to pupils, colleagues and parents.

Every day, teachers must make choices based on certain values, and their choices have consequences for other human beings. In a given situation, a decision may have to be made when there is little or no time to think. For this reason, teachers must be able to act fast, based on academic, educational and ethical principles.

Teacher education students must familiarize themselves and identify with the basic values inherent in all education. They must know their pupils' rights, and their own rights and obligations as teachers. Students must familiarize themselves with future responsibilities as teachers, and how best to take on such responsibilities. Teacher education students must gain some understanding of the professional ethics related to a teacher's tasks, and they must learn how to explain their decisions and actions. An ethical dilemma to which there may be several different solutions based on different values, may be a particularly demanding problem.

Ethical considerations must be a part of each subject, for example when choosing teaching material and teaching methods.

## **Development skills and the ability to change**

In the future, teachers must increasingly be prepared for changes in the teaching profession, and they must be willing to take part in developmental and innovative projects. It is thus important that all teachers have the skills and willingness to meet change and innovation.

Innovation in kindergartens, schools and in-service training may be initiated by the central government, as is the case with national reforms, new teaching plans and curricula. This demands a high degree of change on all levels, in terms of both organization and content.

Innovation and development in a kindergarten, school or other institutions of education are often

based on the teachers' own evaluation. The staff must at all times strive to improve their kindergarten or school. Joint planning, colleague-based guidance<sup>2</sup> and systematic evaluation by teachers in kindergartens and schools may contribute to improvement.

There are constant developments within each field or subject. The skills and knowledge the teachers have gained as students, or the practical work experience of vocational training teachers, may become outdated. In their work situation, teachers will often realize that they need to develop and renew their knowledge and skills.

The development in information and communications technology has consequences for schools and other places of education. It is of utmost importance that all teachers keep abreast of this development and that they are able to utilize the new technological innovations for educational purposes.

All colleges of education and universities are committed to keeping abreast with new developments and innovations in all relevant fields and subjects, and with the developments in kindergartens, schools, and the world of trade and business and other professional life. The teacher education will contribute to giving the students insight into educational politics and reforms, and stimulate them into taking an active part in current debate. The students must learn to see development work as conditioned historical and social processes. They must be familiar with national and local teaching plans in order to carry out evaluations, and with colleague-based guidance and how interaction with parents, the local community and the world of trade and business can result in new developments and innovations in schools and kindergartens.

Acquiring insight into the research of teaching methods and new developments may be one way of improving the development skills of future teachers. It may awaken their interest in renewing and improving kindergartens and schools, and in acquiring skills for local development work in education matters. Teacher education students must familiarize themselves with different types of research in education matters and development efforts.

Like all other types of higher education, the teacher education programmes must be founded on research. In all colleges of education and universities there must be ongoing research and development work in education matters, and the research must be relevant to the teaching in kindergartens, compulsory schools, upper secondary schools or adult education. Teacher education students should take part in such research as much as possible.

In the course of their basic education, the students must acquire sufficient teaching skills. At the same time, the training must give the students an understanding of the importance of their personal development, and of possible future changes and developments based on the students' own initiative.

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<sup>2</sup> Colleague-based guidance is a situation where colleagues may attend the classes of a fellow teacher and give advice to each other.

## **2. GENERAL TEACHER EDUCATION**

## **2.1 PURPOSES AND DISTINCTIVE QUALITIES**

The general teacher education is aimed at teaching in primary and lower secondary schools and teaching adults on the same levels. The training must provide the academic, pedagogical and practical training for planning, conducting and evaluating teaching, learning and upbringing in conformity with the pupils' abilities and The Education and Training Act and the teaching plans for primary and secondary schools. Furthermore, the students must learn to reflect on and give reasons for their teaching in relation to superior aims, principles and regulations. General teacher education must stimulate the personal and academic development of the students, awaken an interest in pedagogical development work and give insight into the relationship between professional teaching and the function of the education system in society.

The general teacher education programmes qualify for teaching on all levels of the compulsory school. The training is broad in scope, and prepares for the tasks of a class teacher. The teachers in primary and lower secondary schools must cooperate with other types of teachers who teach specialist subject or who teach on other levels. General teachers are thus responsible for coordinating the teaching on all levels and between different levels. General teachers may work in both kindergartens as well as in primary and lower secondary schools, and they have a special responsibility for facilitating the transition between kindergartens and primary schools, and between lower and upper secondary schools. General teacher education must therefore give insight into the learning process on all levels of the education system.

The compulsory schools have special responsibility for making connections between the school and the local community. The pupils must learn about local scenery and wildlife, the local world of trade and business, and about local traditions and customs. A general teacher must get acquainted with the local community and relate it to school activities.

The pupils in the compulsory school are between the ages of 6-16. This means that general teachers must have an understanding of the development of children and adolescents and know how they acquire knowledge, skills and attitudes. Because of the different age groups and the considerable differences in background, a general teacher must be able to use a variety of teaching methods. Since the compulsory school includes all children and adolescents, general teachers must be able to adapt teaching material and methods to pupils with different backgrounds and interests. For example, they must be able to understand how the social and ethnic backgrounds of their pupils affect their ability to understand and learn. Thus the education must provide an understanding of teaching methods and specialist subjects, as well as develop teaching skills. The students must learn how to adapt teaching materials and teaching methods to the different presuppositions of their pupils. All branches of the teacher education thus include the study of a specialist subject, the study of teaching methods and skills, with a strong emphasis on the principle of adapted teaching.

Teaching in compulsory schools requires close contact with the parents. The school must communicate with the parents and inform them about the school's activities, and the parents must be given the opportunity to take responsibility for the development of the school. The compulsory school provides an all-round education for all children, and it must play an active part in the cultural life of the local community. In order to do this, the school must be in close contact with various organizations, institutions and other bodies in the local community whose activities are aimed at children and young people. The school's arrangements for supervision of children before and after

school hours must be adapted so that the children will have a full and diversified day at school. All of these aspects require a type of teacher education which gives the students a good understanding of the role of education in society and of how the schools may regard other social institutions and organizations as valuable assets.

The contents of general teacher education programmes have been adapted to the specific needs of the compulsory school. The general teacher education programmes thus include some obligatory core subjects which are common to all general teachers. In addition, students must choose an in-depth study of 1-2 specialist subjects or fields, either as part of the general teacher education or as supplementary training. Students may thus get an education which is aimed at teaching specialist subjects, teaching on different levels in the compulsory school, or taking on other tasks. General teachers may thus have very different education. However, the education is designed in such a way that teachers with different types of education may collaborate and complement each other.

## **2.2 ADMISSION REQUIREMENTS AND VARYING LEVELS**

The admission to a general teacher education programme is based on the level for the general right to study, achieved at upper secondary school or its equivalent. A general right to study may give students very different backgrounds, as they may have chosen different subjects and branches of study at upper secondary school. The general plans for the subjects in general teacher education suggest that the courses should begin at a level somewhat higher than the lowest level which gives a general right to study. This means that students will have to work very hard with subjects they have not studied in-depth at school, but less with the subjects from their chosen branch at upper secondary school.

Students have an independent responsibility for their own learning, even in the subjects which they formerly have not studied in-depth. The variation in the students' background poses a great challenge for the colleges of education. The colleges may offer supplementary courses in selected subjects or fields for students who have little background in that particular subject. They may also offer introductory courses in information and communications technology to students who have little or no computer skills.

This type of course does not give extra credits or a certificate.

## **2.3 STRUCTURE AND ORGANIZATION**

### **General comments**

The general teacher education is a 4-year full-time programme. Each module in the general teacher education gives a certain number of credits. A full-time module for one semester gives 10 credits.

The general teacher education programme consists of an obligatory part of 60 credits and a 1-year

in-depth study of 1-2 subject(s). The last year gives 20 credits. The obligatory part offers an education which is common to all general teachers, and the last year offers specialist subjects so that the general teachers in a staff together will cover a broad range of subjects.

## **The obligatory part**

The obligatory part of the general teacher education programme covers the first 3 years and includes the following elements:

Esthetic subjects (art, crafts and music)	5 credits
Religion and ethics	10 credits
Mathematics	10 credits
Natural sciences, environmental and social studies	10 credits
Norwegian	10 credits
Educational theory	10 credits
Supervised practice in schools	18 weeks
Practical subjects (home economics or physical education)	5 credits

The obligatory part includes an interdisciplinary course in drama as teaching method. This course lasts for 30 hours and is linked to the subjects of Norwegian, mathematics and religion and ethics. The course must be taken some time during the first 3 semesters.

The supervised practice in schools is included in the obligatory part and takes place for 18 weeks during the first 3 years of study. The practice is integrated in the other branches of study in the obligatory part.

In order to focus on problems or issues which may be common to several subjects, a theme is chosen for each of the first 3 years of study. This will contribute to a sense of unity and continuity in the education and give each year a distinct identity. The teachers in the subjects taught during these years, including educational theory and supervised practice in schools, are committed to focusing on this theme. The academic administration of the general teacher education is responsible for coordinating this part of the education programme. In each of the first 3 years of study the students should be involved in at least one interdisciplinary project related to the theme of that year. Educational theory and supervised practice in schools are included in all 3 years, and it is particularly important that these fields of study contribute to the sense of unity between all the different parts of the training.

## **The fourth year**

In the fourth year the students must choose 2 modules giving 10 credits each, or 1 module giving 20 credits. The modules chosen may be in the same subject as the modules studied in the first 3 years, or they may be new subjects from the general plan for general teacher education. Students may alternatively choose modules which are based on the general plans for supplementary teacher education, or other modules or areas of study which may be relevant for future general teacher jobs. For students choosing 2 10-credit modules, the choice of one of the subjects may be limited and linked to the first module. The Ministry of Education, Research and Church Affairs decides what subjects must be linked together, based on the needs of the compulsory schools.

The fourth year includes supervised practice in schools for a period of 2-4 weeks. This part of the training is integrated in the fourth year.

## Course model

The general teacher education has been organized according to a common course model for the first 3 years, which is the same in all colleges of education. The course model consists of the following modules and themes:

### *FIRST YEAR OF STUDY*

- Esthetic subject (art and crafts or music), 2.5 credits
- Mathematics, 10 credits
- Norwegian, 5 credits
- Educational theory, 2.5 credits

Theme:

*Pupil, teacher, learning environment:* The interaction between pupil and teacher. The active pupil. Learning in school, at home and in the leisure time. The role of the teacher. The purpose and teaching plans of the school.

### *SECOND YEAR OF STUDY*

- Esthetic subject (art and crafts or music), 2.5 credits
- Religion and ethics, 10 credits
- Norwegian, 5 credits
- Educational theory, 2.5 credits

Theme:

*Pupil, class, school:* The school as a place for learning and growing up. A sense of community both in a local, individual and cultural sense. Communication. Esthetics. Professional ethics.

### *THIRD YEAR OF STUDY*

- Natural science, environmental and social studies, 10 credits
- Educational theory, 5 credits
- Practical subject (home economics or physical education), 5 credits

Theme:

*Pupil, school, society:* The interaction between schools, homes and the local community. The school as an organization. The function of education in society. Local, national and international perspectives.

This course model is illustrated below:



4.	Choice 10+10 credits or 20 credits		
3.	Educational theory 10 credits	Practical subject 5 credits	Natural sciences 10 credits
2.	Esthetic subject 5 credits	Norwegian 10 credits	Religion and ethics 10 credits
1.			Mathematics 10 credits

In addition to the modules in the illustration above, the education programme includes 18 weeks of supervised practice in schools in the first 3 years of study and 2-4 weeks in the fourth year. In the first and second years, the course in drama as teaching method has been integrated in the subjects of religion and ethics, mathematics and Norwegian.

Every college may alter the distribution of the subjects of study within each year. Some colleges may for example concentrate the study of certain subjects to more intensive study periods of 1-2 years.

The general plan for general teacher education consists of the following modules:

<i>Subjects</i>	<i>Modules</i>
Religion and ethics	10+10+10 credits
Mathematics	10+10+10 credits
Norwegian	10+10+10 credits
Home economics	5+10+10 credits
Physical education	5+10+10 credits
Art and crafts	5+10+10 credits
Music	5+10+10 credits
English	10+10 credits
Natural science and environmental studies	10+10 credits
Social studies	10+10 credits
Natural science, environmental and social studies	10 credits
Educational theory	10 credits

Drama as teaching method  
Supervised practice in schools

30 hours  
18 weeks + 2-4 weeks

General teacher students will learn that singing may be a natural form of expression in many subjects. Singing is thus integrated in all subjects.

In subjects which are made up of several modules in the general plan, the plan suggests a progression from one module to the next. Students must have completed one module before they can move on to the next. However, 10-credit modules which are intended for the fourth year, may be taken simultaneously. The colleges may combine 2 10-credit modules in the same subject into 1 20-credit module. In such cases the colleges may make one course plan based on the two course plans for the 10-credit modules.

In home economics, physical education, art and crafts and music, the general plan allows students to take a 10-credit module whether they have taken a 5-credit module in the 3 first years or not. Students who have *not* taken the first 5-credit module, must incorporate the main contents of the 5-credit module into their first 10-credit module. Students who have completed the initial 5-credit module, have to do a 5-credit theme-oriented study or project work as part of their first 10-credit module. The type of 10-credit module which the student has completed will be specified in the certificate.

### **General teacher education with some special courses**

All teacher education programmes must be carried out in agreement with the national general plan for teacher education. However, some teacher education programmes have a selection of specialist courses. This may involve some deviations from parts of the general plan:

- Saami general teacher education programmes are designed in conformity with a specific general plan which promotes the preservation of the Saami language, culture and identity. The education programme qualifies teachers for work in Saami and Norwegian compulsory schools. Colleges may choose a different order of modules from other colleges of education.
- The general teacher education for deaf pupils differs from other types of general teacher education in that it is adapted to the teaching plans for deaf pupils in the compulsory school. This may involve differences in the choice of subjects and in the order of subjects. The training includes sign language as first language and Norwegian as second language.

### **General teacher education organized into specialized branches**

Colleges may offer general teacher education organized into specialized branches which focus on some specialist subjects or fields of study, such as music or science and mathematics. This type of general teacher education usually includes all of the obligatory part of other forms of general teacher education, but colleges may choose a different order of modules. In this type of teacher education students may choose other themes than those described in the above course model. The subjects chosen in the fourth year may be chosen freely, without any of the restrictions described above.

## **Further studies**

The general teacher education programme consists of many different subjects, and students who wish to supplement their education with other subjects have many options. Teachers may continue their studies at a university or a college of higher education.

All 10-credit modules described in the general plan for general teacher education may be taken as supplementary courses for teachers, as long as that particular module has not been part of the basic education. The Ministry of Education, Research and Church Affairs has made general plans for various other types of further studies for teachers.

## **2.4 SUPERVISION AND EVALUATION**

### **General comments**

Throughout their education, students will be supervised in order to develop the personal and professional skills which are needed as teachers. Supervision is necessary in order to improve teaching skills and gain a solid understanding of the role as teacher, and in order to learn self-evaluation. Students must learn to accept supervision and how to supervise their fellow students and pupils. They must learn from the supervision in order to improve their own behaviour. Continuous supervision must therefore be part of the learning process, and contribute to greater knowledge and development. Supervision will be helpful for the students when evaluating their own work in relation to the aims and requirements of the education programme, and it may motivate their daily studies. Supervision may also be helpful for students who wish to continue their studies after having completed their basic teacher education.

Student evaluation ensures the quality of teacher education. The colleges of education must give their students an opportunity to participate in the evaluation of the learning environment, in both the college and in the schools where they get their supervised teaching practice. Such evaluation gives information about the teaching and learning processes needed in order to evaluate the training and plan future activities. The evaluation may encourage interaction between the college teachers and the students, and contribute to future improvements of the teacher education programmes. Evaluating their own studies and the training programme offered by their college may be a useful experience with regard to future teaching jobs, when teachers have to cooperate with their own pupils in the evaluation of the pupils' learning environment.

### **Final evaluation**

Teaching in compulsory schools requires many different and diverse forms of evaluation. The general teacher education programme includes subjects which may be documented in many different ways. As the students must learn how to evaluate their future pupils' work and in order to give a varied evaluation of the students' own work, it is important that the final evaluation of the general teacher education should include a variety of evaluation forms, based on written, oral, practical and esthetic tests. All subjects in the general teacher education combine the study of a

subject with a study of teaching methods for each subject. In addition, the supervised teaching practice in schools is an integrated part of all subjects. The final evaluation should thus be based on the student's knowledge of each subject, teaching skills and educational theory and practice.

The term "final evaluation" describes the following:

- An evaluation of obligatory work, initial tests etc, which the students must have completed and passed before taking the final examinations.
- The examinations on which the final results are based.

In the general plan for some modules, some obligatory documentation work is required, such as initial tests etc, which the student must have completed before taking the final examinations. In addition, each college may specify other requirements in their course plans. This type of documentation, tests etc. will be evaluated by the college teachers.

Unless otherwise specified in the general plan, the students must take an examination in each module. According to the Universities and Colleges Act, the examinations will be evaluated by at least two examiners, and at least one of them must be an external examiner. The examination may include written, oral or practical tests. Other work performed in the course of the education programme, such as project work or esthetic work, may be evaluated as part of the final examination. The work must then be documented in such a way that the examiner may evaluate the result. In the general plans for most modules, some examination requirements have been defined. However, each college must give a more detailed description of examination procedures in their plans. They should for example give details about how the examinations will be organized, which components are included, and how many credits are given for each component. Individual tests must constitute at least half of the examination material which will be evaluated.

As described in Ch. 2.3, colleges of higher education may combine 2 10-credit modules in the same subject into 1 20-credit module. In such cases, the college may carry out a simpler form of final evaluation than that which has been defined in the general plan for each of the 10-credit modules.

The final evaluation must be carried out in conformity with the aims of each module, as described in the general plan. The final results indicate to what extent these aims have been achieved. Unless otherwise specified in the general plans for each module, the examiners will use a scale from 1.0-6.0 with intervals of 1/10. 1.0 is the best mark and 4.0 is the lowest pass mark.

## **Evaluation of aptitude**

The colleges of education must evaluate the aptitude of their students. In order to gain a Certificate of General Teacher Education, the student must have been evaluated as having the aptitude for working as a teacher. Students who do not seem to be able to handle the tasks of a teacher must be informed of this at the earliest possible stage in their education, and in some cases be advised to terminate their education programme. Aptitude evaluations may be carried out throughout the education programme. A student who does not have the aptitude to become a teacher, may be barred from the education programme. Such decisions are made by the college board. Aptitude evaluations must be based on a total evaluation which includes academic, pedagogical and personal skills. The Ministry of Education, Research and Church Affairs has specified the aptitude criteria.

## **Certificates and transcripts of examinations results**

The Certificate of General Teacher Education must comprise all the modules completed by the student, with a mark for each module. Each module must be specified in conformity with the general plan.

For students who have completed the first 10-credit module in practical or esthetic subjects in addition to the first 5-credit module in the same subject, the certificate must specify the area of in-depth study.

Any exemption from the requirement to study both forms of Norwegian (see Ch. 2.5) must be mentioned in the Certificate.

Students who have not completed all of the education programme may receive a transcript of results of the examinations which have been passed. If a student has not completed or passed the supervised teaching practice in schools, this must be specified in the transcript.

## **2.5 EXEMPTIONS**

The general teacher education should be a 4-year programme in which there is a sense of unity and progression. However, there should be an element of choice, in that each student may choose 1-2 subject(s) for in-depth study. Students must be given the opportunity to choose modules which are not offered by the college where she/he has started the teacher education.

Students who have passed an examination in a module which is based on the general plan for general teacher education, is automatically exempt from a similar examination in another college if the student should transfer to a new college.

Students who already have an education which corresponds to modules in the obligatory part of the general teacher education, may be exempt from these modules. Students may not be exempted from interdisciplinary work, project work or from teaching practice in the subject.

In the fourth year, a student may be exempted from choosing in-depth subjects if they have a former education which is not based on the general plans for general teacher education. An exemption can only be granted in cases where the former education is relevant to the work as a teacher in the compulsory school. The former education must include a similar study of teaching methods as that which is described in the general plan for general teacher education. Supervised teaching practice in schools in the former education is not required.

The college may offer a course in teaching methods for the subject in question if it is not a part of the former education. Such a course may be evaluated by the college.

Students who wish to be exempted from parts of the programme must apply to their college of education. The application will be considered by the college. Students who wish to do their general teacher education and to be exempted from parts of the programme, must be given advise on the

choice of modules. The student is obliged to take the advice of the college administration. This should be given in written form, to guarantee that the former education will be accepted as part of the general teacher education programme.

Students with a Saami or Finnish background may be exempted from the requirement to take an examination in both forms of Norwegian if they study Saami or Finnish as part of their fourth year. The same applies to deaf students who study sign language as part of their education. Students from other language minorities, who have not studied both forms of Norwegian in upper secondary school, and students who have not attended an upper secondary school in Norway, may be exempted from the requirement to take an examination in both forms of Norwegian as part of their general teacher education. Students who have been exempted from taking examinations in both forms of Norwegian, must however attend all Norwegian classes.

The Ministry of Education, Research and Church Affairs offers additional guidelines for exemption.

## **2.6 FROM GENERAL PLANS TO PLANS FOR EACH SUBJECT**

Every college of education is responsible for making a teacher education programme which is in conformity with the aims and plans specified in the national general plans. However, the general plans presuppose a more detailed description of contents, organization, teaching methods, evaluation, curriculum and other resources in each college. All colleges of education must therefore make their own plans. Such plans will give a description of the college of education as a whole, and of each module in the education programme.

The general plans for each module include the aims of that subject. These aims have been defined in 3-5 main aims for each module. Unless otherwise specified in the general plans, the colleges of education may specify the emphasis given to each main aim.

The general plans and the plans for each subject comprise the basis to which the college, its staff and students are committed. Students and staff must use the general plans and the subject plans in their everyday work. The plans for each subject should not repeat the contents of the general plans. The plans for each subject are primarily a description of the methods used by the college in order to realize the aims in the general plans. The colleges of education make their own decisions and choices about the plans for each subject. Parts of the subject plans may include regulations. In such cases, the college must make sure that appropriate hearings and announcements are being made.

Certificates and subject plans which include a list of set texts and other sources of information, are of crucial importance when applying for further studies or when adapting the teacher education to other types of education. The college must keep the plans for each subject and the reading lists for each year, so that the students may collect such information when needed in the future.

### **3. GENERAL PLANS FOR MODULES**

# **EDUCATIONAL THEORY**

(10 credits)

## **INTRODUCTION**

### **Educational theory**

Issues such as learning, teaching, education and socialization are important in relation to educational theory. An understanding of educational theory can contribute to a better understanding of how children, adolescents and adults acquire knowledge, skills and attitudes in interaction with their surroundings. Educational theory can be descriptive and analytical when describing and analyzing different learning processes. It can also be normative when giving advice on teaching and education and on how to achieve certain aims.

Educational theory is rooted in various traditions. The focus of attention has changed several times. In some periods psychological and sociological approaches have been the most prominent. Many issues in educational theory are characterized by conflict and change, in terms of values, approaches and courses of action. This situation reflects the different opinions in society on education, upbringing, and growing up.

In general, educational theory is closely connected with humanist values, with our culture and society, and with practical teaching. The study of teaching methods thus plays a very important role.

There is also a strong focus on the historical, political, cultural and social contexts of education, and on how the personal experiences of each individual affect the learning process. Educational theory as an academic subject is a diversified field, which includes philosophy, history of ideas, history of education, teaching methods, sociology and psychology.

New insight into educational theory is gained by practical teaching experience, empirical research and theoretical studies. In pedagogical research many different research methods are being employed, including methods taken from various related fields of research.

At institutions of education, in the world of trade and business and in professional life and society in general, development skills and the ability to change are becoming increasingly important. This has led to a growing interest in learning and socialization processes, both in relation to individuals, groups of co-workers, businesses, and all types of social institutions. Educational skills, such as knowledge about learning as an individual and collective process, and skills in planning, organizing and conducting learning processes, will thus be sought-after in many professions where various forms of instruction, supervision and leadership are required.

### **Educational theory as a subject in the education system**

Elements from educational theory are used by teachers in kindergartens, compulsory schools, upper secondary schools, businesses run as educational institutions and in other learning environments. In some branches of upper secondary school, educational theory is included, but not to a great extent.



However, educational theory is a prominent subject for study and research at universities and colleges of higher education. It is included as a subject for study in some vocational training programmes, for example at colleges of early childhood education, colleges of nursing and colleges of education.

## **Educational theory in teacher education**

Educational theory is an important element in kindergarten teacher education, general teacher education, specialist subject teacher education, vocational subject teacher education and in the 1-year programme in educational theory and practice. In kindergarten teacher education, general teacher education, specialist subject teacher education and vocational teacher education, the study of educational theory is integrated in the study of all other subjects over a period of several years. In the 1-year programme in educational theory and practice, the study of educational theory is carried out after the study of school subjects has been completed.

The study of educational theory plays a different role in different teacher training programmes, but the most important issues are common to all types of teacher education. The study of educational theory is a common basis for all teachers in kindergartens, compulsory schools, upper secondary schools and in adult education. In addition to the obligatory courses in educational theory, there is a wide selection of in-depth modules and supplementary modules, either in general educational theory or educational theory aimed at educational work with different age groups, different tasks or special teaching jobs.

The study of educational theory in general teacher education is carried out in the first 3 years of study, in modules of 2.5 + 2.5 + 5 credits.

The study of educational theory in general teacher education is aimed at teaching in schools. It includes 4 main aims which are central areas of study in an academic study of the subject, and 4 general perspectives which are important to the work as a teacher. The aims have been described in the general plan. They must be considered in relation to the perspectives. The idea is that the study of educational theory should have a structure which combines the descriptive, analytical and normative aspects of this subject.

In the illustration below, the aims and perspectives have been defined in 4 horizontal and 4 vertical axes. In the meeting point of the axes, there is a definition of the vocational issues related to an academic study of the subject, and to the perspectives relevant to a teacher's tasks. All issues must be defined in greater detail in the teaching plans and curricula of each college. The issues described in each square are only examples; there may be many other relevant issues.

<i>Perspective</i>	<b>Value-oriented perspectives</b>	<b>Differentiation perspectives</b>	<b>Socio-cultural perspectives</b>	<b>Vocational perspectives</b>
<b>Aims</b>				
<b>Children and adolescents in education</b>		<i>Examples:</i> <ul style="list-style-type: none"> <li>• <i>Special educational theory</i></li> <li>• <i>Teaching adapted to each pupil</i></li> </ul>	<i>Example:</i> <ul style="list-style-type: none"> <li>• <i>Individual-cultural-learning</i></li> </ul>	
<b>School as an arena for learning and education</b>	<i>Example:</i> <ul style="list-style-type: none"> <li>• <i>A sense of shared values and of conflicting values</i></li> </ul>		<i>Example:</i> <ul style="list-style-type: none"> <li>• <i>A school for children from cultural minorities</i></li> </ul>	<i>Examples:</i> <ul style="list-style-type: none"> <li>• <i>The teacher's responsibilities, obligations and rights</i></li> <li>• <i>The teacher's role in innovative work in schools</i></li> </ul>
<b>Society, culture and education</b>		<i>Examples:</i> <ul style="list-style-type: none"> <li>• <i>Locally adapted teaching material</i></li> <li>• <i>A comprehensive education, a sense of unity and adapted teaching</i></li> </ul>	<i>Example:</i> <ul style="list-style-type: none"> <li>• <i>Social classes and values</i></li> </ul>	<i>Examples:</i> <ul style="list-style-type: none"> <li>• <i>The interaction between teacher/school/day care/parents</i></li> <li>• <i>School culture</i></li> </ul>
<b>Basic issues in educational theory</b>	<i>Example:</i> <ul style="list-style-type: none"> <li>• <i>Learning and education</i></li> </ul>	<i>Example:</i> <ul style="list-style-type: none"> <li>• <i>Social justice</i></li> </ul>		<i>Example:</i> <ul style="list-style-type: none"> <li>• <i>The role of the teacher and different views on the basic issues in educational theory</i></li> </ul>

*The value-oriented perspective* focuses on the many ethical and value-oriented elements in all types of educational work. One may discuss what values, attitudes to pupils, views on knowledge and society should be at the base of all teaching in schools, and how they should be related to the views expressed in the teaching plans and curricula for the compulsory schools. Elements from the subject of religion and ethics may be used when discussing some of the ethical problems related to educational theory. Value-oriented debates may contribute to the development of professional ethics and to producing teachers who can maintain and strengthen society's faith in its schools and teachers. It is important to identify and analyze the basic values on which certain traditions and directions in educational theory have been founded.

*The differentiating perspective* focuses on some central, general questions in the field of teaching methods which are related to the idea of creating a sense of unity and a kind of teaching which is adapted to each pupil. It is important to discuss how the teachers' attitudes, knowledge and skills contribute to a school which embraces everyone by a sense of unity and a good learning environment for all pupils. One current issue is how to adapt the contents and teaching methods to the local community, and to every school, class and pupil. Teachers are required to develop attitudes and skills which will enable them to adapt their teaching for everyone, including pupils with special needs. This means that all teachers need some insight into the field of special education.

*The socio-cultural perspective* focuses on how immigration, minority groups, ethnicity, gender, religious background, social groups and social background affect social equality, and the role schools play in this context. An important issue is how to relate aims, contents, teaching methods and social interaction to a multicultural setting. One important part of this perspective is to relate the learning process to the pupils' cultural environment at home, in the local community and at school.

*The vocational perspective* focuses on the teachers' knowledge of educational theory. This debate focuses on some central aspects of the teachers' responsibilities and tasks, cf. Ch.1. One important issue is the skills required of a teacher, including interacting skills in relation to pupils, colleagues and parents. The knowledge and insight gained by teacher education students, must be utilized in a particular context, such as professional socialization, school culture, the school as an organization and the role of the teacher. Other important issues are the idea of innovative teachers, the challenges and possibilities in new developments, and in the changes in an education system which must be adapted to constant social change. Teachers must contribute actively to the development of a good learning environment for all pupils, regardless of different interests, abilities and backgrounds.

## **AIMS AND SUPERIOR AIMS**

### **Aims**

The students must

- gain insight into the learning processes of children and adolescents, and be able to utilize such knowledge in their work as teachers
- acquire knowledge and skills which will enable them to plan, implement and evaluate learning processes and teaching adapted to the abilities and needs of each pupil, in relation to the general plans for the school
- gain insight into and see the possibilities in the tasks and challenges facing schools and teachers in a pluralist society
- develop critical thinking about and gain insight into the history and values on which the education system is based, and how a teacher may be committed to it
- develop the ability to work deliberately towards a goal, and to develop personally and professionally in order to be able to contribute to the development and improvement of schools.

### **Superior aims**

#### *THE LEARNING AND EDUCATION ENVIRONMENTS FOR CHILDREN AND ADOLESCENTS*

This superior aim is focused around the education and learning environments for children and adolescents. Pupils in different age groups and in different circumstances come to school with different abilities and needs. A part of this superior aim is the consequences of and challenges presented by such factors. Both psychological, social and cultural issues are being considered.

The students must be able to

- describe and assess central aspects of children's lives and socializing processes, and how children and adolescents contribute to their culture and society
- gain an understanding of important concepts and theories on children's personal growth, development and learning, and be able to relate such concepts and theories to teaching methods in schools and day care institutions
- give a description of how one may form good relations between the individuals and a group, and organize group processes which may be important for education and learning
- organize and assess play and other learning activities based on the abilities and needs of individual pupils and the group as a whole

- give an account of preventive measures against behaviour disorders such as bullying and drug and alcohol abuse
- be able to recognize various kinds of learning difficulties, identify the pupils' needs and take measures to improve the learning environment for pupils with special needs, for example by making individual learning plans
- discuss how one may help children and adolescents who go through a crisis
- discuss important factors which affect children and adolescents when they move from kindergarten to primary and lower secondary school, and from lower to upper secondary school.

### *THE SCHOOL AS AN ARENA FOR LEARNING AND EDUCATION*

This superior aim is focused on the main structures in the education system, and the intentions and functions of all the different institutions of education. The main focus is on the compulsory schools. Important issues are the demands on the compulsory schools, how the aims of schools may be realized and the consequences of the general plans for the schools' activities.

The students must be able to

- give an account of and discuss the basis, authority and set of values of schools
- give an account of the overriding aims, principles and guidelines in the national teaching plans and curricula, and discuss how the teachers may meet these by their choice of contents, organization, working methods and evaluation methods
- give an outline of fundamental teaching methods and relate these to the intentions expressed in the national teaching plan and curriculum for compulsory schools
- describe what is required from the different agents in a school, how they may interact and how one may realize such requirements
- give an account of and make a commitment to a teacher's ethical requirements, expressed in The Education Act and in the national teaching plan and curriculum, and reveal professional ethics in interaction with pupils, parents, colleagues and others
- discuss different aspects of a teacher's tasks, such as the tasks as class teacher, tasks in relation to class activities and the school council, leadership tasks in relation to the social and academic life of the pupils, and in interaction with fellow staff and parents
- give an account of and discuss different aspects of the 3 main sections of the compulsory school, and organize a good learning environment in relation to these
- describe and utilize essential working methods and organization methods in schools, such as play, theme-oriented studies and project work
- analyze the main principles and basic criteria for the evaluation of pupils
- explain how various aspects of the school's conditions affect the learning processes, and consider possible problems related to this.

### *SOCIETY, CULTURE AND EDUCATION*

This superior aim focuses on the relations between culture, society and education. Social developments make other and new demands on children, adolescents and adults. One important issue is how Norwegian schools have met and can meet such demands. Some of the issues which are being discussed are the consequences of various efforts in the education system, of political decisions and educational choices in the everyday life of a school, and how such choices and decisions may affect individuals and society in general.

Students must be able to

- discuss the position of schools in society, both in the past, present and in the future
- analyse the part schools play in children's culture and life in general, and how one may utilize the local community in the learning process
- analyze fundamental questions related to ethnicity, immigration and relations between different cultures, and to the teaching at all times
- analyze basic elements in the culture and cultural background of children and adolescents, express understanding and respect for the pupil's background and teach in agreement with such an understanding
- discuss various kinds of interaction with parents, cooperate with parents with different backgrounds and invite parents to take part in the compulsory school's activities and decisions
- discuss fundamental issues in relation to equality, and advocate equality between all groups in the school and in society
- give an account of the basic principles of adult education
- assess and utilize a variety of teaching materials, such as information and communications technology, and assess the possibilities and limitations presented by such technology.

### *BASIC ISSUES AND PROBLEMS IN EDUCATIONAL THEORY*

The study of educational theory in the general teacher education includes elements from theoretical academic research. This superior aim also includes the basis of educational knowledge, the validity of the norms on which educational knowledge is founded, and definitions of theoretical issues and problem areas.

Students must be able to

- give an account of the basic concepts in pedagogical philosophy which are relevant to work in schools
- give an account of parts of the history of ideas which are relevant to work in schools
- give an account of key parts of the Norwegian history of education
- give an assessment of schools and educational work in relation to certain basic philosophical and ethical views, and in relation to different educational theories
- give examples of how a scientific approach may result in analysis and an assessment of the school's activities
- give an account of, reflect upon and utilize basic methods of observation and interview methods as part of teaching
- analyze different types of evaluation of schools and school developments
- discuss problems related to the teaching methods used on children, adolescents and adults.

## **ORGANIZATION AND WORKING METHODS**

As described in the introduction, the main issues in educational theory have been defined in the meeting points between 4 superior aims and 4 perspectives. This presents the study of educational theory with great challenges. There must be opportunity for analysis, discussion and reflection. At the colleges of education, there should be forums where college teachers and students can work together, and forums where students can work together, such as groups lead by students.

When choosing working methods, one should take into account the working methods needed in

future teaching jobs. The working methods used in the training should prepare the students for future needs, and hence the training should focus on communication, leadership, cooperation, supervision and evaluation etc. The students must learn to use different types of teaching materials, technical equipment and information and communications technology, both in their own studies and as a preparation for teaching in compulsory schools. The students must do different types of written work, both alone or in groups.

The students must get some experience with and be supervised in project work, such as interdisciplinary projects. They must learn different types of project work.

The study of educational theory gives a basis for describing, reflecting upon and evaluating teaching and education. Thus educational theory is inextricably linked to practical teacher education. The students must do preparatory work before their practical training, as well as supplementary work afterwards. It is important that students, college teachers and supervisors work closely together. Since educational theory is the only subject which is studied for 3 years, the teachers of educational theory must make sure that there is a sense of progression and continuity in the subject, especially in relation to the practical training. The subject of educational theory must at all times be seen in relation to the practical training.

## **EVALUATION**

Included in the plan for educational theory there must be a number of obligatory tasks which must be completed and approved before the student can take the final examination. There must be a certain variation in the working methods used in order to satisfy the requirements of this subject.

The evaluation must be carried out in relation to the aims and superior aims, and hence to the 4 superior perspectives of the subject.

The study of educational theory culminates in a final examination in the third year of study.

The examination is in 2 parts:

- An individual, written test. This part counts at least 50%.
- A test decided by the college. This test must have a different form from the individual written test.

# PHYSICAL EDUCATION 1

(5 credits)

## Superior aims

### *SENSORY-MOTORIAL SKILLS*

In order to stimulate and see physical growth and motorial skills in a greater perspective, it is crucially important to gain knowledge about and an understanding of how the body and motorial skills develop, and to recognize the importance of sensory experiences and a child's living conditions. Learning a variety of body movements, automatization of basic body movements, a healthy development of sensory skills and awareness of one's body is important for children, adolescents and adults in order to take part in play, sports, dancing, outdoor life and other types of physical activity at school, at work, at home and in the leisure time.

Students must be able to

- give an account of the physical growth and sensory-motorial development of children and adolescents, and of the importance of motorial training and skills for the overall personal development of children, adolescents and adults
- observe and analyze the quality of movement in different types of physical activities, and help children and adolescents to explore and experiment with different kinds of movements and body expressions in a variety of stimulating learning environments, both indoors and in the local community
- observe and assess how the quality of motorial training and motorial skills of children, adolescents and adults differs according to general living conditions and the psycho-social environment
- identify delayed and deviating physical and sensory-motorial developments, and adapt the learning environment to all children, adolescents and adults with special needs
- plan and organize continuous sensory-motorial stimulation, combined motorial learning, automatization and adaptation to different learning environments in a life-long learning perspective.

### *PLAY*

Lively, happy, active and self-organized play involving physical movement is part of our cultural heritage. Children and adolescents explore their motorial potential and surroundings through play, and gradually learn how to master motorial challenges. Physical games and play affect the self-image of children and adolescents, and also their interactive skills and ability to accept the potential and limitations of themselves and others. Age, physical development, and social and cultural identity are important for the ability to play, for both boys and girls. Play must be a natural starting point for teaching and learning physical education, and for all activities in compulsory schools.

Students must be able to

- give an account of play as a phenomenon and discuss the importance of games and play for the development of human nature
- learn a large number of games involving singing and physical movements, and be able to teach traditional games

- organize creative and explorative physical games both outdoors and indoors, and encourage and stimulate the physical games children play by themselves
- participate in games on the children's own terms, and invent new games in interaction with children and adolescents
- adapt an environment which gives boys and girls equal, varied and stimulating opportunities for play, motorial learning and a sense of fellowship throughout the compulsory school
- make and adapt physical games to the needs of children and adolescents, by experimenting, interacting and including basic movements, sports, dancing and outdoor activities
- integrating other subjects when observing the ability of children and adolescents to interact in various games, and show respect and exercise sound judgement when organizing a learning environment adapted to all pupils
- include Saami games and games from other cultures and other times.

### *SPORTS, DANCING AND OUTDOOR ACTIVITIES*

Sports, dancing and outdoor activities can be seen as a continuation of children's play and exploration of body movements. When taking part in various forms of sports and friendly competition, dancing and dancing games, children, adolescents and adults may experience joy of physical movement and of living, as well as a sense of fellowship and cultural identity. Playing and going for walks in the local environment at all seasons may stimulate love of nature and outdoor activities, as well as other kinds of physical exercises in the local community.

Students must be able to

- develop basic skills in some main types of sport, both outdoors and indoors, in outdoor activities in the summer as well as in winter, and in dancing to various forms of sounds and rhythms, singing and music
- be able to plan, organize and guide trips around the local environment, organize various types of outdoor activities, and learn through discovery in many different stimulating outdoor environments
- encourage joy and mastery of physical movements for boys and girls with different abilities and special educational needs in sports, dancing and outdoor activities
- know the basic principles of swimming and life-saving in water, the mouth-to-mouth method, and be able to assess and handle necessary safety routines both indoors and outdoors.

### *TEACHING METHODS IN PHYSICAL EDUCATION*

The subject of physical education is based on practical training and experiences, and is an important part of a compulsory school education. Compulsory school teachers who wish to teach physical education must be familiar with the aims, contents, teaching methods and evaluation methods of the subject.

Students must be able to

- give an account of the aims, contents, teaching methods and evaluation methods in physical education, and they must be able to discuss the role of physical education in relation to the general caring and educational environment in the school
- discuss possible links between children's and adolescents' needs for sensory-motorial stimulation, physical education as a school subject and general living conditions for children and adolescents, and be able to cooperate with and supervise parents and others in and outside the school in the



safeguarding of a stimulating local community

- make well-founded physical education plans, and be able to assess and organize learning environments which encourage variety, joy of physical movement, exploration, creativity and interaction
- compare, assess and utilize a variety of teaching methods in physical education, and be able to plan, implement and assess interdisciplinary theme-oriented projects and all types of projects involving physical education
- reflect on the relationship between sensory-motorial skills, play, mastery and competition in physical education, in relation to the all-round development of children and adolescents, and to the aims of the subject and of the school in general. Physical education teachers must exercise caution when organizing competitive activities
- observe and analyze the interaction between boys and girls and the development of motorial skills in different situations, and be able to discuss, assess and make well-founded decisions when organizing and adapting physical education for all
- assess and use various evaluation methods in physical education
- consider teaching methods which focus on substance abuse and the cultivation of the body in contemporary society.

## **4. REGULATIONS FOR THE ACADEMIC CONTENT AND EVALUATION FOR GENERAL TEACHER EDUCATION**

*Laid down by the Ministry of Education, Research and Church Affairs 22 June 1999, with the legal authority of §46, No 2 in the Universities and Colleges Act No 22 of 12 May 1995.*

## **§1 Organization and academic content**

General teacher education is a 4-year full-time training programme (80 credits). The training comprises an obligatory part of 60 credits and 1 year of in-depth study of 1-2 optional subject(s) of 20 credits. The training consists of the following main subjects and modules, giving the stated credits:

Esthetic subject (art and crafts or music)	5 credits
Religion and ethics	10 credits
Mathematics	10 credits
Natural sciences, social and environmental studies	10 credits
Norwegian	10 credits
Educational theory	10 credits
Practical subject (home economics or physical education)	5 credits
An in-depth study of 1-2 optional subject(s)	20 credits
Drama as teaching method, interdisciplinary course	30 hours
Supervised practical training in schools	

## **§2 Laying down curriculum guidelines**

Provisions for academic content, practical training, organization, working methods and evaluation in conformity with the aims of the national general plan, are laid down by the college board, or by the relevant department on instruction from the board, and must be stated in the curriculum guidelines.

## **§3 Practical training**

- a) The training must include supervised practical training in schools for a period of at least 18 weeks in the first 3 years of study, and 2-4 weeks in the last year. The practical training must be integrated into all modules.
- b) The student will be given a formal evaluation after each period of practical training, with the mark pass or fail. If a practical training period is not approved, the same period can be attempted only one more time. After the final practical teaching period in the last year of study has been completed, the student will receive a final evaluation with the mark pass or fail.

## **§4 Examinations regulations**

- a) The examinations must be based on the aims of each module, as specified in the chapter on Aims and Superior Aims in the general plan.
- b) The examination results must specify to what extent these aims have been achieved.

## **§5 Evaluation**

Unless otherwise specified in the general plans for each module, the evaluation will use a scale from 1,0-6,0 with intervals of 1/10. 1,0 is the best mark and 4,0 is the lowest pass mark.

## **§6 Certificate**

The certificate must include all modules required according to the national general plan, and the result in each module must be stated. The modules must be described by the same titles as in the national general plan.

## **§7 Exemption from an examination or test**

An examination or test which is not based on the national general plan for general teacher education may give grounds for exemption, cf §49 of the Universities and Colleges Act. Any other education which may give cause for exemption from the obligatory part, must in the main be in accordance with the corresponding module in the general teacher education programme, and include teaching methods in the subject. Any other education which may give cause for exemption from the in-depth subjects in the last year, must be relevant to teaching in the compulsory school, and include teaching methods in the subject.

## **§8 Commencement**

These regulations come into force 01.08.1999.