

TEACHER PROFESSIONAL LEARNING FOR INCLUSION

Policy Mapping Grid: Norway



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Further information about the Teacher Professional Learning for Inclusion (TPL4I) activities is available on the [TPL4I web area](#).

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SECTION 1: WIDER POLICY CONTEXT

Wider policy context

Norwegian compulsory education covers primary and lower-secondary education. Kindergarten is not compulsory in Norway, but children are entitled to a place in a kindergarten when they are a year old. Children can attend kindergarten from 0–5 years of age, when they start school. Municipalities are responsible for assigning kindergarten places to parents and for ensuring enough kindergarten places to meet demand. [...]

The compulsory education programme lasts for ten years (seven years in primary education and three years in lower-secondary education). Children start school in the calendar year of their sixth birthday and finish their compulsory education in the calendar year of their sixteenth birthday.

Upper-secondary education and training comprises all education leading to qualifications above the lower-secondary level and below the level of higher education. [...]

The current Kindergarten Act entered into force in January 2006. The Kindergarten Act states that the municipalities are the local authorities for kindergartens. The municipality must provide guidance and ensure that kindergartens are operated in accordance with current rules. The municipalities are obliged to ensure that there are enough kindergarten places. [...]

The Education Act gives all children the same statutory right to 13 years of schooling. The Act concerns primary, lower-secondary and upper-secondary education in publicly maintained schools and training establishments, unless otherwise specifically laid down.

The right to special education is found in Chapter 5 of the Education Act.

The Act concerns private primary and lower-secondary schools that do not receive state support pursuant to the Independent Schools Act and private tuition at home at primary and lower-secondary levels. (European Agency, [Country information for Norway, Legislation and policy](#))



SECTION 2: VISION AND MAIN PRINCIPLES OF TPL4I POLICY

2.1 Policy vision

Policy priorities	Findings
<p>2.1.1 Policy is guided by a vision that all teachers (i.e. student teachers, beginning teachers, experienced teachers, teacher educators) can access career-long professional learning opportunities regarding the principles of inclusive education</p>	<p>2.1.1.1</p> <p>The Education Act aims to enhance positive attitudes of teachers towards all learners, in stating:</p> <p><i>Education shall be adapted to the abilities and aptitudes of the individual pupil, apprentice and training candidate. (Education Act section 1–3)</i></p> <p><i>Schools and training establishments shall meet the pupils and apprentices with trust, respect and demands, and give them challenges that promote formation and the desire to learn. All forms of discrimination shall be combated. (Education Act section 1–1). (European Agency, 2016. Country Policy Review and Analysis: Norway, Measure 1, Finding 1.7)</i></p> <p>2.1.1.2</p> <p>The Kindergarten Act aims to enhance positive attitudes towards all learners among teachers, in stating:</p> <p><i>Kindergartens shall meet the children with trust and respect and acknowledge the intrinsic value of childhood. They shall contribute to well-being and joy in play and learning and shall be a challenging and safe place for community life and friendship. The kindergarten shall promote democracy and equality and counteract all forms of discrimination (Kindergarten Act section 1)</i></p>



Policy priorities	Findings
	<p><i>Kindergartens shall nurture children’s curiosity, creativity and desire to learn and offer challenges based on the children’s interests, knowledge and skills. (Kindergarten Act section 2). (European Agency, 2016. Country Policy Review and Analysis: Norway, Measure 1, Finding 1.7)</i></p> <p>2.1.1.3</p> <p>The principles laid down in the Education Act guide initial teacher education (ITE), as stated in the National Curriculum Regulations for general teacher education:</p> <p><i>The purpose of general teacher education is to provide qualified teachers for the primary and lower secondary school and to further the personal development of the students. The course has a vocational and practical orientation based on the teacher’s field of work, the principles of the Education Act and the curriculum for the primary and lower secondary school. (Ministry of Education and Training, National Curriculum Regulations for Teacher Education on European Agency, Country information for Norway, Teacher education for inclusive education)</i></p> <p>(Teacher Education 2025, National strategy for quality and co-operation in teacher education)</p>
<p>2.1.2 Policy is guided by a vision that all teachers receive education regarding their role and collaboration in and contribution to inclusive education</p>	<p>2.1.2.1</p> <p><i>The Learning Poster, as part of the quality framework, includes 11 basic commitments, mandatory in all primary and lower-secondary schools, and in upper-secondary schools and apprenticeship training workplaces. ...</i></p> <p><i>All schools must: ...</i></p> <ul style="list-style-type: none"> • <i>stimulate, exploit and develop individual teacher’s competences;</i> • <i>contribute to teachers being clear leaders and role models for children and young people. (European Agency, Country information for Norway, Legislation and policy)</i>



Policy priorities	Findings
	<p>2.1.2.2</p> <p>The principles laid down in the Education Act guide ITE, as stated in the National Curriculum Regulations for general teacher education:</p> <p><i>All pupils have a right to education adapted to their abilities, interests and needs. The school shall be an inclusive learning environment, and this must also apply to pupils who need additional support and help. Such education is best developed through cooperation between teachers of different backgrounds who, by means of teamwork, support each other in planning and carrying out the education. Teacher education must provide the students with a knowledge of how they as teachers can make use of different resources within and outside the school when providing pupils with special help and support.</i> (Ministry of Education and Training, National Curriculum Regulations for Teacher Education on European Agency, Country information for Norway, Teacher education for inclusive education)</p>
2.1.3 Policy is guided by a vision that all teachers receive education regarding their pedagogical responsibility to promote the interaction, learning, participation and collaboration of all learners	<p>2.1.3.1</p> <p><i>According to the reports [see 2.1.1.1], actions leading to inclusion are the teacher's relations with the students, relations among students, participation, differentiation and securing for all students an education that gives results – in Norwegian termed 'adapted education', which is similar to the relatively new international concept of 'personalised education'.</i> (European Agency, 2016. Country Policy Review and Analysis: Norway, Measure 1, Finding 1.3)</p>

Evaluative comments for 'Policy vision'

Norway will have a [new national curriculum](#) from August 2020.



2.2 Main principles

Policy priorities	Findings
<p>2.2.1 Teachers' professional learning is defined in policy as a prerequisite for inclusive education</p>	<p>2.2.1.1</p> <p><i>Section 54a of the [Education] Act relating to universities and university colleges expresses the purpose of teacher education as follows:</i></p> <ol style="list-style-type: none"> 1. <i>Through teaching, research and scientific development, teacher education shall provide the professional and educational knowledge and practical training needed for the planning, implementation and assessment of teaching, learning and nurture. Teacher education shall take as its point of departure the various requirements of children attending schools and kindergartens, and shall accord with the objectives of the level of education aimed at in the teacher education.</i> 2. <i>The education shall promote the personal development and professional ethics of the students, develop their capacity for reflection, rouse their interest in academic and educational development relevant for work in schools and kindergartens, and provide an understanding of the relationship between the teaching profession and the function of the educational system in society.</i> (Ministry of Education and Training, National Curriculum Regulations for Teacher Education on European Agency, Country information for Norway, Teacher education for inclusive education)
<p>2.2.2 Policy states that the principles and practice of inclusive education should be part of initial teacher education</p>	<p>2.2.2.1</p> <p>Chapter 1 of the National Curriculum Regulations for ITE state the following social considerations of teacher education: to consider linguistic and cultural diversity, international human rights, situations of 'failure of care', resolving conflicts, combating violence, bullying and racism. Courses must help teachers to deal with these challenges at school.</p>



Policy priorities	Findings
	<p><i>It is a deeply rooted principle in Norwegian kindergartens and schools that children have a right to equivalent education regardless of background, abilities and sex. This value is of particular relevance in a multicultural society. This principle must be particularly expressed in teacher education by placing an emphasis on equity, equality and adapted teaching.</i> (Ministry of Education and Training, National Curriculum Regulations for Teacher Education on European Agency, Country information for Norway, Teacher education for inclusive education)</p>
<p>2.2.3 Policy states that beginning teachers should receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education</p>	<p>2.2.3.1</p> <p><i>Supporting measures for new teachers in their first post have not been usual as formal arrangements in Norway. Recently, a project on guidance for recently educated teachers has been supported by the Directorate for Education and Training. “Mentoring for Newly Qualified Teachers” is a national program on guidance for teachers. The Norwegian Ministry of Education and Research (KD) and The Norwegian Association of Local and Regional Authorities (KS) have agreed that both parts will work towards getting a good induction program for newly hired newly qualified teachers. ...</i></p> <ul style="list-style-type: none"><i>• The introduction programs can be organized at the individual workplaces in order to support the newly qualified teacher in practical matters.</i><i>• Qualified mentoring will assist the professional development. It can be organized at the individual workplace and across several workplaces. The mentoring can be individual or in groups. The local mentor should be a qualified mentor.</i> (Eurydice, National Education Systems, Norway, Conditions of Service for Teachers Working in Early Childhood and School Education) <p>The guidance document is available online.</p>



Policy priorities	Findings
<p>2.2.4 Policy ensures that experienced teachers receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education</p>	<p>2.2.4.1</p> <p><i>National authorities define qualification requirements for teachers and schools. The State also defines the overall framework for the teacher training programmes and contributes to competence development. The White Paper 21 (2016–2017) <i>Wanting to Learn – early intervention and quality in schools</i> (Meld. St. 21 (2016–2017) <i>Lærelyst – tidlig innsats og kvalitet i skolen</i>) describes the national guidelines concerning professional development in schools. (Eurydice, National Education Systems, Norway, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</i></p> <p>2.2.4.2</p> <p>White Paper 21 states:</p> <p><i>Kindergartens and schools are social communities that convey and develop the basic values our society is founded on. All children and pupils should experience belonging and equality in kindergarten and school.</i></p> <p>2.2.4.3</p> <p><i>School owners shall ensure that their teachers have relevant and updated competence, including good systems for following up and mentoring newly appointed teachers. Similarly, owners of early childhood institutions (kindergartens) are responsible for competence development of their staff [Education Act].</i></p> <p><i>Responsibility for in-service training for teachers ... is shared among the Ministry of Education and Research, the Directorate for Education and Training and the universities and other teacher education institutions.</i></p> <p><i>It is the duty of the local owners of schools or kindergartens to have a system for in-service competence development. Schools and kindergartens are required to develop a competence development plan. In-service training and continuing education can be organised at local,</i></p>



Policy priorities	Findings
	<p><i>regional and national levels. The organisers may be local education authorities, teachers' associations, associations for special subjects in higher education institutions, regional officer's educational departments, county education committees, national councils or national education authorities. (Eurydice, National Education Systems, Norway, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</i></p>
<p>2.2.5 Policy states that specialist teachers and other professionals (e.g. speech and language therapists, multilingual education teachers and other professionals who work in schools) receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education</p>	<p>2.2.5.1</p> <p><i>Staff who are not appointed to a teaching post ... may assist in the education if they receive the necessary guidance. Such assistance must only be given in such a manner and scope that the pupil benefits adequately from the education. Staff who are not appointed to a teaching post must not be in charge of the education. (European Agency, 2016. Country Policy Review and Analysis: Norway, Measure 10, Finding 10.1)</i></p> <p>2.2.5.2</p> <p><i>Teacher education for deaf students</i></p> <p><i>The purpose of courses in teacher education for deaf students is to secure qualified education for deaf children and adolescents in kindergartens and schools and includes the subjects Norwegian Sign Language and Norwegian for deaf pupils. Some subjects and course arrangements are adapted for deaf students and provide didactic competence in education of deaf pupils. General teacher education for deaf students qualifies particularly for appointment as a teacher of deaf and hearing-impaired children and adolescents. Pre-school teacher education for deaf students qualifies particularly for work with deaf and hearing-impaired children in kindergartens and the first year of the primary school. (Ministry of Education and Training, National Curriculum Regulations for Teacher Education on European Agency, Country information for Norway, Teacher education for inclusive education)</i></p>



Policy priorities	Findings
2.2.6 Policy states that teacher educators working in university education departments or pedagogical institutes should be trained and committed to the inclusive education agenda in their courses, as understood in the United Nations Convention on the Rights of Persons with Disabilities and the European Disability Strategy	2.2.6.1 See 2.2.3.1 .

Evaluative comments for ‘Main principles’

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SECTION 3: GOALS AND CONTINUUM OF SUPPORT FOR TPL4I POLICY

3.1 Goals

Policy priorities	Findings
3.1.1 Policy states that all teachers should have qualifications that reflect an inclusive education agenda	<p>3.1.1.1</p> <p><i>In order to obtain a permanent position as a teacher in Norway, candidates must meet the qualification requirements as described in the Education Act and associated regulations. Having the appropriate teacher education is a primary requirement. If no applicant satisfies the qualification requirements, a temporary appointment may be made. Such temporary appointments must last no longer than until July 31. (Eurydice, National Education Systems, Norway, Initial Education for Teachers Working in Early Childhood and School Education)</i></p> <p>‘Applicants for temporary positions are mostly recent graduates’. (Eurydice, National Education Systems, Norway, Conditions of Service for Teachers Working in Early Childhood and School Education)</p> <p>3.1.1.2</p> <p>In 2017, all ITE programmes became five-year master’s degree programmes. All programmes underline ‘elements related to inclusion’, such as the ‘teacher’s relations to students, relations among students, students’ participation in planning their own learning process, differentiation’, securing all students an education that gives results, ‘classroom management and development of an inclusive learning environment’. (European Agency, 2016. Country Policy Review and Analysis: Norway, Measure 10, Finding 10.1)</p> <p>3.1.1.3</p> <p><i>Differentiated primary and lower secondary teacher education (four-year) qualifies</i></p>



Policy priorities	Findings
	<p><i>alternatively for teaching in primary school, years 1-7 or in lower secondary school, years 5-10, according to which of the two distinct programmes of study is followed. It also qualifies for teaching in adult education at the corresponding level. Teaching qualifications are limited to the chosen specializations in teacher education. ...</i></p> <p><i>Sami teacher education qualifies for teaching Sami children in kindergartens and schools in Sami areas. The purpose of the courses is to secure qualified personnel. Sami language is an official language in Norway.</i></p> <p><i>Teacher education for deaf students qualifies for teaching deaf children and adolescents in kindergarten and schools. It includes the subjects Norwegian Sign Language and Norwegian for deaf pupils. Sign language is an official language in Norway. (Eurydice, National Education Systems, Norway, Teachers and Education Staff)</i></p> <p><i>Sami language and Norwegian Sign Language are official languages in Norway, and it is possible for the student teachers to choose both of these languages as a school subject in initial teacher education. (Eurydice, National Education Systems, Norway, Initial Education for Teachers Working in Early Childhood and School Education)</i></p> <p>3.1.1.4</p> <p>ITE provides several types of teacher education. Type 7 offers a bachelor's programme for bilingual teachers (three years at bachelor level) (180 credits). Most of these programmes merge into an integrated programme. (Eurydice, National Education Systems, Norway, Initial Education for Teachers Working in Early Childhood and School Education)</p> <p>3.1.1.5</p> <p><i>There are identical formal requirements to all academic staff with the same professional title, whether they are at a university, a university college, or a private university college. ...</i></p>



Policy priorities	Findings
	<p><i>To qualify for work as professor or associate professor, all appointees are required to hold doctoral degrees. In addition, professors must also meet the criteria for appointment to teaching and research posts, that is to have an academic level conforming to established international or national standards. (Eurydice, National Education Systems, Norway, Initial Education for Academic Staff in Higher Education)</i></p>
<p>3.1.2 Policy states competence areas for inclusive education for all teachers working at different levels of education (e.g. professional development of all teachers to facilitate their involvement in co-teaching, planning together, developing differentiated materials collaboratively, etc.)</p>	<p>3.1.2.1</p> <p><i>The National Curriculum Regulations [require the teacher candidate to] have knowledge about:</i></p> <ul style="list-style-type: none"> • <i>children’s and young people’s learning, development and education in different social, multicultural and multilingual contexts;</i> • <i>classroom management and classroom environment, and about the development of good relations with and between pupils;</i> • <i>the importance of and pre-requisites for good communication and good collaboration between school and home;</i> • <i>a broad repertoire of working methods, learning resources and learning arenas, and about the connection between objectives, contents, working methods, evaluation and the abilities of the individual pupil. (European Agency, 2016. Country Policy Review and Analysis: Norway, Measure 10, Finding 10.4)</i> <p>3.1.2.2</p> <p><i>The National Curriculum Regulations [require teacher candidates] to have:</i></p> <ul style="list-style-type: none"> • <i>knowledge about the legal basis, including the objective of education, the value basis, curricula and all the pupils’ rights;</i>



Policy priorities	Findings
	<ul style="list-style-type: none">• <i>knowledge about children in difficult circumstances and about children’s rights in a national and international perspective. (European Agency, 2016. Country Policy Review and Analysis: Norway, Measure 1, Finding 1.2)</i> <p>3.1.2.3</p> <p><i>The National Curriculum Regulations [require the teacher candidate to] be able to:</i></p> <ul style="list-style-type: none">• <i>facilitate and lead good, creative learning environments;</i>• <i>adapt his/her teaching to the pupils’ different abilities and talents, interests and socio-cultural backgrounds, motivate them to wish to learn by clarifying the learning objectives and using varied working methods so that the pupils are able to achieve the objectives;</i>• <i>evaluate and document the pupils’ learning and development in relation to the objectives of the education, give feedback that promotes learning and contribute so that the pupils can evaluate their own learning;</i>• <i>in collaboration with parents/guardians and professional bodies, able to identify the pupils’ needs and implement necessary measures. (European Agency, 2016. Country Policy Review and Analysis: Norway, Measure 7, Finding 7.4)</i>



Policy priorities	Findings
	<p data-bbox="763 308 853 336">3.1.2.4</p> <p data-bbox="763 363 1608 392">The National Curriculum Regulations for teacher education state:</p> <p data-bbox="831 419 1850 448"><i>General teacher education aims to develop the following forms of competence:</i></p> <ul data-bbox="882 475 2029 1206" style="list-style-type: none"><li data-bbox="882 475 2029 587">• subject competence: <i>familiarity with the content, theories and methods associated with the various basic subjects, knowledge of children, childhood and child education and knowledge of theories and working methods in and across subjects</i><li data-bbox="882 614 2029 726">• didactic competence: <i>ability to analyse curricula and reflect over content and working methods and make provisions for learning and development processes for all pupils</i><li data-bbox="882 753 2029 865">• social competence: <i>ability to observe, listen, understand and respect the views and actions of others, ability to cooperate with pupils, colleagues and parents and guardians and ability to function as a leader in a community of learners</i><li data-bbox="882 892 2029 1003">• adaptive and developmental competence: <i>ability to assess one's own activities and those of the school, contribute to development of the teaching profession, take part in local development work and strengthen one's own competence</i><li data-bbox="882 1031 2029 1206">• professional ethics competence: <i>insight into one's own attitudes and the ethical challenges of the profession and ability to assess learning situations in the light of basic educational values.</i> (Ministry of Education and Training, National Curriculum Regulations for Teacher Education on European Agency, Country information for Norway, Teacher education for inclusive education)



Policy priorities	Findings
<p>3.1.3 Policy states that all teachers' professional learning opportunities consider teacher competences for inclusive education</p>	<p>3.1.3.1</p> <p><i>Through the Teacher Promotion strategy, the Government has strengthened the requirements for teachers and school managers' formal qualifications, and the national strategy "Competence for Quality – until 2025 (CFQ)" defines the framework and resources for further education to fulfil these. The strategy aims to</i></p> <p><i>Contribute to increased subject knowledge and didactic competence for teachers, and increased professional leadership competence for school leaders (principals). (Eurydice, National Education Systems, Norway, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</i></p>
<p>3.1.4 There is a formal strategy for promoting dialogue between ministries, regional/local authorities/municipalities and teacher educators to agree on the requirements of teachers' professional development opportunities for inclusion</p>	<p>3.1.4.1</p> <p><i>As described in the white paper 'Learning together', ... Statped (earlier divided into 12 resource centres) has been ... given a central management to make sure the objectives for Statped as a whole are met, that the regional centres develop in the same direction and have a clear, common profile. Three objectives were specified in the White Paper:</i></p> <ul style="list-style-type: none"> • <i>Statped must be a clear and accessible provider of special education support services to local and regional authorities. Statped must deliver services at individual level as well as system level, and all local authorities must have the same access to Statped's services</i> • <i>Statped must possess top expertise in the fields of special education and must contribute actively to the dissemination of knowledge and competency in these fields</i>



Policy priorities	Findings
	<ul style="list-style-type: none"> • <i>Statped must have a strategy for how to prioritise areas for research and development (R&D work) and act as a co-operation partner for universities and university colleges.</i> (European Agency, 2016. Country Policy Review and Analysis: Norway, Measure 1, Finding 1.12)
<p>3.1.5 There is a mechanism to ensure that all professional learning opportunities available to teachers are aligned with national- and local-level policy goals for an understanding of inclusive education</p>	<p>3.1.5.1 ‘Pursuant to current legislation, the Ministry lays down national curriculum regulations for individual courses. This includes teacher education in Norway’ (Ministry of Education and Training, National Curriculum Regulations for Teacher Education on European Agency, Country information for Norway, Teacher education for inclusive education). The booklet on teacher training in Norway contains information about the regulations for general teacher education, pre-primary teacher education and practical and didactic education, respectively.</p>
<p>3.1.6 There are strategies to ensure that local-level professional opportunities for teachers are flexible/adaptable to local school contexts and school development plans for inclusive education</p>	<p>3.1.6.1 See also 2.2.4.3.</p> <p><i>It is the duty of the local owners of schools or kindergartens to have a system for in-service competence development. Schools and kindergartens are required to develop a competence development plan. ...</i></p> <p><i>At school level, part of the teacher’s working time can be allocated to joint time for competence development. Teachers will be required to attend competence development activities that take place during this joint time, while individual competence development courses are agreed upon between teachers and their school managers.</i> (Eurydice, National Education Systems, Norway, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</p>



Policy priorities	Findings
3.1.7 There is a medium- and long-term review strategy for teachers' professional learning opportunities to ensure they meet system requirements for an inclusive education system	–

Evaluative comments for 'Goals'

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3.2 Continuum of support

Policy priorities	Findings
3.2.1 There is a strategy to ensure a continuum of diverse professional learning opportunities for inclusive education – for pre-service, beginning and experienced teachers, as well as teacher educators and support teachers – across all levels where teachers work	<p>3.2.1.1</p> <p><i>'Promotion of the status and quality of teachers – joint effort for a modern school of knowledge' (2014) is a government programme to create schools where students learn more. The programme includes a number of measures to further improve schools:</i></p> <ul style="list-style-type: none"> • <i>Teachers will do a 5-year Master's degree</i> • <i>... investment in continuing education for teachers</i> • <i>New career paths for teachers ...</i> • <i>Building up the skills of ... municipalities and head teachers</i>



Policy priorities	Findings
	<ul style="list-style-type: none"> • <i>Building teams and subject-based communities within schools.</i> (European Agency, 2016. Country Policy Review and Analysis: Norway, Measure 10, Finding 10.1)
<p>3.2.2 There are strategies for developing leadership competences (e.g. school leadership or learning support leadership roles) for inclusive education in all relevant professional learning opportunities</p>	<p>3.2.2.1 See also 3.1.3.1. Norway offers head teacher education sponsored by the government.</p>
<p>3.2.3 There are mechanisms to support schools/higher education institutions to develop strategic plans for teachers' professional learning in inclusive education</p>	<p>3.2.3.1 <i>To strengthen local responsibility and ownership of competence development, White Paper 21 (2016–2017) introduced a new model. The main principles for this model are:</i></p> <ol style="list-style-type: none"> 1. <i>Municipalities and county authorities have chief responsibility for the schools' quality development.</i> 2. <i>Municipalities and county authorities shall have greater freedom of action.</i> 3. <i>The State's policy instruments shall be differentiated.</i> 4. <i>Municipalities and county authorities that are unable to achieve the desired development on their own will receive support and follow-up from the State.</i> 5. <i>Competence development shall be based on research and knowledge.</i> <p><i>The new model consists of three different schemes:</i></p> <ol style="list-style-type: none"> 1. <i>A decentralised scheme to ensure that all municipalities implement competence-enhancement measures, by channelling state funds to the municipalities.</i>



Policy priorities	Findings
	<p><i>In cooperation with universities and university colleges, the municipalities define and prioritise what they need, within the framework of national goals.</i></p> <ol style="list-style-type: none"> 2. <i>A follow-up scheme in which municipalities and county authorities that report weak results in key education and training areas over time are offered state support and guidance.</i> 3. <i>An innovation scheme that provides more research-based knowledge about the school system. The State defines requirements for evaluation and quality, while the local school authorities and research communities work together to develop the measures they wish to test. (Eurydice, National Education Systems, Norway, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</i>
<p>3.2.4 There are strategies to support effective collaboration and joint work between schools and higher education institutions/universities</p>	<p>3.2.4.1</p> <p><i>The decentralised scheme [see 3.2.3.1] is organised as a tri-partite cooperation between school owners, higher education institutions and stakeholders. At the local level, a network of the schools' principals and stakeholder representatives help schools identify their competence development needs. At the county level, the county governors set up a cooperation forum, where representatives from the municipality networks meet with the local universities and other stakeholders. The cooperation forum then agrees on the choice of thematic areas and the allocation of funds. (Eurydice, National Education Systems, Norway, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</i></p>

Evaluative comments for 'Continuum of support'

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SECTION 4: CAPACITY BUILDING, FUNDING AND MONITORING OF TPL4I POLICY

4.1 Capacity building

Policy priorities	Findings
4.1.1 There are strategies to increase the capacity of all schools/higher education institutions to support all teachers to engage in professional learning activities on inclusive education	4.1.1.1 <i>The government will contribute by: offering further and continuing education; maintaining support for the Norwegian Association of Local and Regional Authorities' programme for school owners; continuing with 'Motivation and Mastery for Better Learning – Strategy for Lower Secondary Education'; and extending head teacher training for the period 2015-2020.</i> <i>The goal is that the combination of having teachers with strong subject backgrounds, enterprising school owners and schools with a culture of sharing will enable students to learn more. (European Agency, 2016. Country Policy Review and Analysis: Norway, Measure 10, Finding 10.3)</i>
4.1.2 There is a mechanism to facilitate dialogue between all teachers/leaders/other stakeholders to develop a shared understanding of inclusive education as an approach that ensures high-quality learning opportunities for all	4.1.2.1 Strategies for awareness-raising include: <i>The Ministry has given the Directorate the task to have a council for inclusive education. In this council user organisations are given place. Statped has organised themselves a wide user participation system. Parents are to be heard when making IEPs. Parents are part of Individual plans (health based). ...</i> <i>Pupils have by law the right to be heard (Constitution law § 104). (European Agency, 2016. Country Policy Review and Analysis: Norway, Measure 1, Finding 1.11)</i>



Policy priorities	Findings
<p>4.1.3 There is guidance on how teachers working in mainstream school settings/higher education institutions can understand and enact inclusive education</p>	<p>4.1.3.1 <i>The Learning Poster, as part of the quality framework, includes 11 basic commitments, mandatory in all primary and lower-secondary schools, as well as in upper-secondary schools and apprenticeship training workplaces.</i> (European Agency, 2016. Country Policy Review and Analysis: Norway, Measure 3, Finding 3.3)</p> <p>4.1.3.2 There are guidelines for teachers to implement flexible curricula. The national curriculum includes ‘targeted subject curricula ... to meet the needs of hearing impaired pupils. Teacher’s guides provide support for the teaching of hearing impaired pupils and other pupils with special needs’. (European Agency, 2016. Country Policy Review and Analysis: Norway, Measure 6, Finding 6.5)</p>
<p>4.1.4 There are guidelines that support all teachers to collaborate to support all learners</p>	<p>4.1.4.1 ‘The White Paper on Teacher Education: The Teacher – the Role and the Education (Report No. 11 to the Storting) encourages collaboration and multidisciplinary co-operation among teacher educators’. (European Agency, 2016. Country Policy Review and Analysis: Norway, Measure 10, Finding 10.2)</p>
<p>4.1.5 There are guidelines on how methods of quality assessment, school evaluation, inspections and other accountability measures contribute to planning/identifying priority areas of professional learning activities for inclusive education</p>	<p>–</p>



Policy priorities	Findings
4.1.6 There are strategies to support schools/higher education institutions to build strong leadership teams that are aware of the inclusive education agenda	4.1.6.1 <i>In order to achieve quality development, schools must be able to recruit competent, committed and motivated teachers and school management. Entrance requirements for general teacher education have been introduced. School owners will be supported by national authorities in competence development for teachers, head teachers and school administrators, including further education for teachers in priority subjects.</i> (European Agency, 2016. Country Policy Review and Analysis: Norway , Measure 10, Finding 10.4)
4.1.7 There are incentives stated in policy for all teachers to engage in professional learning activities for inclusive education	4.1.7.1 Within the national strategy ‘Competence for Quality – until 2025’: <i>Teachers are released from parts of their ordinary duties, but keep their salary during the training. In addition, there are separate continuing training programmes for mentors (as an offer for those mentoring newly educated teachers) and programmes for newly employed head teachers/principals and school deputies. The content of in-service and continuing training is influenced by current school reforms as well as by the priority given to certain areas by the Ministry of Education and Research.</i> (Eurydice, National Education Systems, Norway, Continuing Professional Development for Teachers Working in Early Childhood and School Education) 4.1.7.2 See also 3.1.6.1 . ‘At school level, part of the teacher’s working time can be allocated to joint time for competence development’. (Eurydice, National Education Systems, Norway, Continuing Professional Development for Teachers Working in Early Childhood and School Education)



Policy priorities	Findings
<p>4.1.8 There are strategies stated in policy to develop the role of specialist teachers as a resource for mainstream schools</p>	<p>4.1.8.1</p> <p>See also 3.1.4.1.</p> <p>Statped, the National Support System for Special Needs Education, managed by the Norwegian Directorate for Education and Training, must, among other requirements, ‘possess top expertise in the fields of special education’, ‘contribute actively to the dissemination of knowledge and competency in these fields’, have a role in prioritising ‘areas for research and development’ and ‘act as a co-operation partner for universities and university colleges’. (European Agency, 2016. Country Policy Review and Analysis: Norway, Measure 1, Finding 1.12)</p>
<p>4.1.9 There are strategies to promote professional learning for inclusion in teachers’ common competence areas (e.g. experienced teachers and specialist teachers are expected to engage in professional learning activities that promote inclusive education pedagogies, such as co-teaching)</p>	<p>4.1.9.1</p> <p><i>National authorities offer continuing education for teachers and professionals in expert organisations. For kindergarten teachers, there is a programme which focuses on including children with minority languages in mainstream settings.</i> (European Agency, Country information for Norway, Teacher education for inclusive education)</p>
<p>4.1.10 There are competences for professional learning in inclusive education for all teachers</p>	<p>4.1.10.1</p> <p><i>The Ministry defines the overall national framework for the content of the competence-raising measures, based on sector goals. The guidelines will not be linked to certain subjects or subject areas.</i> (Eurydice, National Education Systems, Norway, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</p>



Evaluative comments for 'Capacity building'

Norway will have a [new national curriculum](#) from August 2020.

4.2 Funding

Policy priorities	Findings
4.2.1 There are financial incentives to encourage all schools/higher education institutions to develop policy and action plans for teachers' professional learning for inclusion	<p>4.2.1.1</p> <p><i>The government will carry on investing in continuing education in order to help all teachers to obtain the qualifications they need. From autumn 2015, 5,050 teachers will be offered places on courses. In total, the government will invest over NOK 1.2 billion in further and continuing education for teachers in 2015. That will enable municipalities and other school owners to plan and organise continuing education programmes for their teachers, to ensure that they satisfy the new qualification requirements. Teachers who already fulfil the requirements will also be able to top up their skills. (European Agency, 2016. Country Policy Review and Analysis: Norway, Measure 10, Finding 10.3)</i></p> <p>4.2.1.2</p> <p><i>Support and funding for the new competence development strategy</i></p> <ul style="list-style-type: none"><i>The Ministry defines the overall national framework for the content of the competence-raising measures, based on sector goals. The guidelines will not be linked to certain subjects or subject areas.</i><i>The funds are allocated based on the number of full-time equivalents in the municipalities in each county, to municipalities, universities and university colleges that contribute to the scheme, via the county governors.</i>



Policy priorities	Findings
	<ul style="list-style-type: none">• <i>The county governors shall facilitate cooperation between local school authorities and universities and university colleges, and facilitate long-term partnerships in local collaborative forums.</i>• <i>The collaborative forums must agree on priorities and what projects to carry out, including the choice of thematic areas and the more detailed allocation of funds. The collaboration forums can agree on more areas if the municipalities have different needs.</i>• <i>The county governors shall act as facilitator for the collaborative forums. If the forums fail to agree on their priorities, however, it is the county governors who will make the final decision on the projects to be carried out.</i>• <i>The forums are not obliged to use their local university or university college. They must, however, enter into cooperation with an institution in the university and university college sector, if applicable with support from national centres.</i>• <i>In order to receive funds, it is a requirement that the school owners contribute funding corresponding to 30 per cent of the state grant. Municipalities that, for various reasons, do not wish to participate in this development work will not be awarded funds.</i>• <i>In 2017, the scheme applied only to municipalities. In the longer term, it will also include county authorities.</i>• <i>Private schools can be included in the collaborative forums at the local level. (Eurydice, National Education Systems, Norway, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</i>



Policy priorities	Findings
4.2.2 There are mechanisms for systematic data collection on expenditure on teachers' professional learning that informs cost-effectiveness issues	–
4.2.3 There are flexible resourcing mechanisms that foster teachers' professional learning at school level	–

Evaluative comments for 'Funding'

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4.3 Monitoring

Policy priorities	Findings
4.3.1 There is a comprehensive accountability framework for monitoring and evaluating the implementation of teachers' professional learning for inclusion activities	–



Policy priorities	Findings
<p>4.3.2 Monitoring mechanisms ensure that inequalities in access to professional learning opportunities at regional or organisational levels are addressed</p>	<p>–</p>
<p>4.3.3 There are mechanisms to support schools/teacher education departments/higher education institutions to have ownership of review and improvement processes in relation to teachers' professional learning</p>	<p>4.3.3.1</p> <p><i>The school owners are responsible for the quality of the training and for assessing and following up compliance with the requirements in the Education Act and the associated regulations. The school owner's own initiative is important to ensure that the commitment areas have an effect in the classroom. The measures in the strategy will contribute to support the school owners in their local development work. The directorate has developed some tools to be used aiming [at] this. ...</i></p> <p><i>The directorate is now implementing the Strategy for Lower Secondary Education in Norway, namely Motivation and Mastery for better Learning. Joint effort to improve classroom management, numeracy, reading and writing. (European Agency, 2016. Country Policy Review and Analysis: Norway, Measure 3, Finding 3.7)</i></p> <p>4.3.3.2</p> <p>Referring to different teacher education levels and pathways into teaching, the curriculum regulations for teacher education linked to the Education Act point to each school's responsibility to monitor teachers' professional development:</p> <p><i>Teacher education is a highly diversified field. The purpose of the various courses of teacher education is to provide teachers for specific subjects or specific areas of education. However, teachers' competence overlaps in such a way that the owner of the school is able to</i></p>



Policy priorities	Findings
	<p><i>assemble a team of teachers according to the needs of the individual school. By structuring their studies or by taking further courses, teachers are able to extend the scope of their qualifications. (Ministry of Education and Training, National Curriculum Regulations for Teacher Education on European Agency, Country information for Norway, Teacher education for inclusive education)</i></p> <p>4.3.3.3</p> <p><i>The school owner is the employer and is thus responsible for appointments, so the municipality is responsible for appointments in primary and lower secondary schools, while the county is responsible for appointments in upper secondary schools. ... There is a tendency towards a self-governing system for schools in the disposition of financial resources including teachers' salaries. When recruiting a teacher, and to a lesser extent in the annual local salary negotiations, the employer (the local authorities) may attract good teachers by increasing the salary. (Eurydice, National Education Systems, Norway, Conditions of Service for Teachers Working in Early Childhood and School Education)</i></p>
<p>4.3.4 There are mechanisms to share and analyse data to inform improvement processes in relation to teachers' professional learning at national and local level</p>	<p>4.3.4.1</p> <p><i>A research group has been appointed, to follow up the reform of teacher education for primary and lower secondary school. The objective of the research group is to help ensure that the teacher education reform is implemented in accordance with the intentions of the Norwegian Storting (Parliament) and with prevailing policy documents, that is the national curriculum regulations and guidelines. (European Agency, 2016. Country Policy Review and Analysis: Norway, Measure 10, Finding 10.7)</i></p>



Policy priorities	Findings
4.3.5 There is data available on whether teachers are engaged in professional learning that is relevant to the level of education they teach	–
4.3.6 There are mechanisms to ensure that teachers’ professional learning contributes to improving inclusive education practice at school level/the level of a teacher education department or higher education institution	–

Evaluative comments for ‘Monitoring’

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