



NORWEGIAN MINISTRY
OF EDUCATION AND RESEARCH

New Teacher Education in Norway

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Disposition of presentation

1. The teacher education reform in Norway – background and objectives
2. Legislation and national regulations of teacher education in Norway
3. The new teacher education – structure, content and intended learning outcome

Why reform teacher education?

- Challenges of schools
 - Relatively low performance of pupils in central subjects
 - Qualifications of teachers
- Challenges of teacher education provisions
 - Wide variations in programme quality between institutions
 - Broadbased GTE-programmes – insufficiently targeted subject knowledge and teaching competence
 - Need to strengthen collaboration with schools

Broad set of objectives of reform

- Improve the learning outcomes of pupils in school
- **Enhance quality and relevance of ITE**
 - **solid subject knowledge and teaching skills geared at specific age groups**
 - **enhance quality of practice teaching**
- Increase recruitment to the teaching profession and to teacher education
- Provide closer follow-up of and support to newly qualified teachers
- Improve competence of teaching staff – raise qualification standards
- Conduct more R&D relevant for teaching and teacher education

Measures to enhance quality and relevance of teacher education

- Specialization/differentiation: to prepare candidates more adequately for diversity of pupils
- Professional elements strengthened
 - Disciplinary, didactic and pedagogical knowledge
 - General teaching skills (incl. adaptive teaching, classroom management, formative assessment)
 - Social and cultural competence to address diversity of pupils' backgrounds and aptitudes

Legislation and regulations relating to teacher education

- Act relating to universities and university colleges gives the general framework for all higher education
- National Qualification Framework
- In Norway teacher education is also subject to an overarching national curriculum regulation
- Act relating to primary and secondary education
- Regulations concerning qualification requirements for teaching staff
- National curriculum for primary and secondary education and training

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

- Framework regulations on a general level given by the Ministry
- Contain the main elements of structure and curricula, as well as descriptions of intended learning outcome
- Local course programmes must comply with national regulations

National Guidelines for programmes and subjects

- Given by the National Curriculum Committee developed with the aid of several broadly composed professional groups
- Supplementing the National Curriculum Regulations and providing the policy for programme descriptions at institutional level
- Describing intended learning outcome at subject level

From 2010 new 4-year programmes for primary and lower secondary school teachers

Programme for years 1 – 7

- normally four school subjects, three of 30 creditpoints (ECTS), one of 60 creditpoints; Norwegian and Mathematics compulsory

Programme for years 5 – 10

- normally three school subjects, each of 60 creditpoints – all optional
- possibility of specializing in one subject area (science, languages, arts, etc.)

New programmes (cont.)

Obligatory in both programmes:

- 60 credits Pedagogy and Pupil-related skills (PPS) – a renewed and extended subject
- Bachelor's thesis obligatory – linked to PPS
- Enhanced quality of teaching practice an integrated part of all subjects – partnerships with schools
- Minimum 100 days supervised teaching practice divided among all four years

Examples of descriptions of intended learning outcome – knowledge

The candidate must have knowledge of

- objective of education, its legal and value base, curricula and various rights of pupils
- children's and young peoples' learning, development and education in different social, multicultural and multilingual contexts
- a broad repertoire of working methods, learning resources and learning arenas, and about the connection between objectives, contents, working methods, assessment and the abilities of the individual pupil

Examples of descriptions of intended learning outcomes – skills

The candidate must be able to

- adapt his/her teaching to pupils' different abilities and talents, interests and socio-cultural background, motivate them by using varied working methods
- assess and document pupils' learning and development in relation to objectives, give feedback that promotes learning
- identify the pupils' needs (in collaboration with parent/professional bodies) and to implement necessary measures

Challenges of implementation

- Broad set of objectives, implying systematic work on several interwoven issues
- At the centre: to develop professionally relevant, structurally coherent and academically ambitious teacher education programmes
- Emphasis on new dynamics of interaction of all players involved and among teacher education providers
 - collaboration, specialization, concentration and division of labour among HEIs
- Panel to monitor the implementation and results of reform during first five years
- Reform implications for other teacher education programmes