

## Foreword

Pursuant to current legislation, the Ministry lays down national curriculum regulations for individual courses. This includes teacher education in Norway. Statutes and curriculum regulations constitute a mandatory basis for the institutions that provide teacher education, for the employees, students and representatives for practical training. On the basis of the curriculum regulations, the institutions develop curricula for compulsory and elective course modules. The curricula shall interpret and specify objectives and establish content, course literature, working methods and assessment arrangements for each subject. They shall also show the overall structure of the course.

The curriculum regulations for each course of teacher education consist of chapter 1, which provides a general description of teacher education, chapter 2, which describes objectives and characteristics, structure, principles of curriculum planning, etc. specific to each course and chapter 3, which provides individual subject syllabuses. The curriculum regulations for Practical and Didactic Education do not include a chapter 3.

This booklet contains the common chapter 1 and chapters 2 of the curriculum regulations for, respectively, general teacher education, pre-school teacher education and practical and didactic education. The individual subject syllabuses (chapter 3) have been omitted.

# Chapter 1

## 1.1 Objectives and characteristics

The overall purpose of teacher education is to meet the needs of the community for qualified teachers in all subjects and subject areas covered by kindergartens, schools and adult education. On completion of the course, teachers shall be able to work to realize the goals set for each individual institution and for the education system as a whole. Section 54a of the Act relating to universities and university colleges expresses the purpose of teacher education as follows:

“1. 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.

2. 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.”

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 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.

*Pre-school teacher education* (three-year) qualifies for educational work in kindergartens and the first year of the primary school. Addition of one year's relevant further education, qualifies pre-school teachers for work in the first to fourth year.

*General teacher education* (four-year) qualifies for teaching in the primary and lower secondary school and in adult education at the corresponding level.

*Subject teacher education* (three-year and four-year) qualifies for teaching of subjects at the primary and lower secondary school, at the upper secondary school, in adult education and for other cultural work with children and adolescents.

*Vocational teacher education* (three-year) qualifies for teaching in the upper secondary school, in adult education and for subjects from the fifth year of the primary school.

*Practical and Didactic Education* (one-year) builds on a course of academic studies or on a vocational training course with practical training and vocational theory and qualifies for teaching from the fifth year of the primary school, in the upper secondary school and in adult education.

*Integrated master's degree* (five-year) qualifies for teaching of certain subjects from the fifth year of the primary school, in the upper secondary school and in adult education.

### **Sami teacher education**

The purpose of the courses in Sami teacher education is to secure qualified personnel for kindergartens and schools in Sami areas. The courses are primarily organized in the same way as other courses in teacher education. It shall be possible to take courses in teacher education with special emphasis on Northern Sami, Southern Sami and Lule Sami language and culture. Sami teacher education is also designed for students from Sweden and Finland. *Sami general teacher education* qualifies for teaching in both Norwegian and Sami primary and lower secondary schools. *Sami pre-school teacher education* qualifies for work with children in Sami and Norwegian kindergartens and in the first year of the primary school.

### **Teacher education for deaf students**

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.

## **1.2 Being a teacher**

No single factor is more decisive for the quality of kindergartens and schools than the teacher. The qualified teacher must have highly diversified competence.

Social developments are based on development of new knowledge and transformation of familiar knowledge. Throughout his or her working life, the teacher is dependent on ways of acquiring and updating knowledge. Teacher education must provide insight into such methods and training in their use. Sound *subject competence*, based on a combination of science, arts and vocational studies, forms the basis of educational activity. At the same time, the course subjects must be viewed in relation to the need for knowledge of the school subjects, vocational subjects or the subject areas in kindergartens. Roles such as mediator of culture, guide, model and inspirer require the teacher to have sound competence in many subjects.

The essence of *didactic competence* is the ability to lay the basis for pupils to learn how to learn, so that they can develop their own characters and make meaningful contributions to society. It is also important that the teacher is able to analyse the backgrounds and needs of children and adolescents, select and explain learning content, working methods, use of teaching aids and forms of assessment and prepare individual learning plans. If children are to maintain and further develop the desire to learn and believe in their own mastery, the teacher must have the ability to actively include the children, parents/guardians and colleagues in the educational work. It is important to have knowledge of different learning strategies, particularly in reading and writing education. Didactic competence also involves being able to plan teaching within the frameworks defined in statutes and regulations and in curricula for kindergartens and schools.

The teaching profession requires *social competence*, i.e. the ability to interact and communicate. The teacher shall be able to make provisions for satisfactory learning environments through social interaction with children and adolescents, be able to exercise care for individuals and function clearly as the leader. In order to meet the needs of all children and adolescents, provide them with positive experience and stimulate their desire to learn, it is important that the teacher cooperates with parents

and guardians, colleagues and other persons who share responsibility for the environment in which children grow up. If the pupils are to establish new learning strategies, they must encounter a group of teachers who cooperate on innovation within the framework of teamwork. Such an educational team will only succeed when each member shows tolerance and the capacity for empathy, as well as competence in leadership and conflict handling.

For work on renewal of education activities, teachers need to have *adaptive and developmental competence*. They must be well disposed to change and innovative thinking as regards academic content and teaching methods in the subjects and in the professional approach to teaching. At the same time, they must know how to safeguard what is of value. Both when working on their own and when working in a team, teachers must be able to analyse and assess activity plans, curricula, working methods and organization of teaching. They must be able to view the development, learning and socialization of children and adolescents in relation to changes in society. This requires creativity and learning strategies that promote entrepreneurship, i.e. the ability to take initiatives to start new activities or enterprises. The teacher's work involves a need to plan and update knowledge on a daily basis.

The teacher needs to apply *professional ethics competence* in all activities. This involves the capacity to see the relations between general morals and ethics and the special requirements of the profession. Relations with children and adults may involve both the duty to disclose information and the duty of confidentiality. The teacher often encounters children in conflict and crisis, and this may result in ethical dilemmas. The teacher role confers power, and the teacher must administer this power in accordance with legislation, acknowledged basic values and children's right to equal treatment. The profession requires the exercise of discrimination and ethical considerations in the selection of learning materials and working methods. Ethical competence provides a basis for the teacher's professional development, and is necessary if the role is to be conducted with honesty, responsibility and humility.

The five areas of competence referred to above are all *aspects of the teacher's varied professional competence*. In fact, they form the core of the teacher's professional competence. These aspects are challenged to varying degrees in various situations. The ability to adapt to changing conditions gives teaching competence a unified and personal expression. The teacher shall be able to reflect over his or her own competence, be able to assess the quality of educational provision and be able to make competence available to a collegiate community that is willing both to learn and to act on its learning.

### 1.3 Becoming a teacher

Teacher education is *demanding* because students are required to develop many types of competence and learning in a number of different arenas. During the course, students must acquire knowledge, skills and attitudes that can form the basis for personal growth and development and equip them for practice of their profession. The course must therefore be planned in such a way as to promote coherence and help the students to develop a comprehensive competence. In a vocational training course, learning takes place in three arenas:

#### **The practice field as a learning arena**

Practical training in kindergartens, schools and enterprises must play a determining role in vocationally oriented teacher education. The institutions shall offer students a variety of practice experience, thereby providing an introduction to the profession. This practical part of the course must be varied, with increasing demands on independence and responsibility. The students shall learn to plan, carry out and assess teaching. In their dealings with children or pupils, the students experience the importance of well functioning social interaction for growth and development. The practice field must also be used in subject studies to contextualize theoretical approaches to a problem in a practical setting. By studying experience from the practice field, students can develop analytical skills and the ability to vary working methods and approaches. Reflection over situations they encounter during practical training helps them to develop a realistic view of the teaching profession.

#### **Subject studies as a learning arena**

During the course, students shall acquire knowledge, skills and attitudes that can form a basis for

personal growth and development and function as tools in the practice of their profession. This may occur in several ways:

Firstly, students shall acquire a thorough insight into the subjects, both as a basis for teaching and as part of their own formative process. The formative process here means not only that the students develop personal maturity and self-knowledge, but also that they acquire a scientific way of thinking and use knowledge derived from different academic traditions in a creative, constructive and critical way.

Secondly, specialized knowledge must be linked to subject-related work in different teaching situations. This takes place in work on subject didactics in each subject and across subjects. The students must acquire experience of topic-based, interdisciplinary and multidisciplinary learning, so that they can stimulate the pupils to adopt a variety of learning strategies. They shall be able to lay a basis for positive learning environments for groups of children, in classrooms and workshops and in outdoor activities. They must experience what needs to be done in order to create a stimulating learning environment, adapted to the needs of children of different ages with different backgrounds.

Thirdly, the students must become familiar with conditions and frameworks for teaching. This requires that they become aware of the thirst for knowledge and creative enthusiasm of children and adolescents. The students must be acquainted with and be able to apply different educational perspectives and learning strategies. They must learn how they can set up an active and positive cooperation with pupils' homes and with the local community. They shall acquire insight into the history of the school and the kindergartens, the responsibilities and mode of operation of the education system and essential principles of organization and management.

### **Interaction, exploration and reflection as a learning arena**

The institutions responsible for teacher education must cooperate with the practice institutions on the development of a comprehensive teaching competence. The students shall be able to analyse theories, experience and insight across subjects and learning arenas. They must have the opportunity for discussing practice experience and relevant issues from subject studies with representatives from the theoretical subjects and from the practice field. In this way, the course will encourage teaching methods in which students play an active role and will function as an *educational learning workshop*. The course may thus lay the basis for active participation in professional teamwork in kindergartens and schools.

Research and development work is particularly well suited to identifying and assessing different approaches and to understanding how practical and didactic challenges can be dealt with. When researchers in teacher education work on academic projects in the practice field, they adopt approaches to problems and develop knowledge that is valid for kindergarten, the school and working life and also for teacher education. Practice-oriented research and research into today's school and kindergarten can make the course relevant and stimulating, and student participation in such projects can stimulate the ability and will to adopt an innovative approach.

Learning and development take place throughout the course, but it is not until the students rework their experience across subjects and learning arenas that areas of competence are viewed in relation to each other and can form an integrated whole. In this way, the individual student can lay the basis for professional competence and efficiency as a teacher.

## **1.4 Social considerations**

If teacher education is to be *relevant*, it must prepare students for the requirements and expectations imposed by society on kindergartens and the school. Society is constantly changing, resulting in changes in the conditions for teaching. Kindergartens and the school are expected to absorb and adjust to social trends. The challenges for today's teacher education include the following developmental trends:

Norway is increasingly seen as part of a *global society*. Its benefits are provided through a greater diversity of knowledge, outlooks and beliefs, lifestyles, languages and artistic expression. Children from linguistic minorities make up a growing element of the education system, while the needs and

interests of indigenous peoples and national minorities have been given increasing attention. The teacher must have a knowledge of the situation for bilingual and multilingual pupils, more generally speaking, of the meeting between cultures, and he or she must be capable of cooperating with parents and guardians from different cultures. The students must be familiar with the history, culture and institutions of indigenous peoples. In Norway, this applies particularly to Northern Sami, Lule Sami and Southern Sami language, culture and society. For its part, teacher education should recruit and include an increasing number of minority language students and make use of the competence that these students can provide kindergartens and the school.

Many young people travel widely. An increasing number take part of their education abroad. This results in an increasing demand for foreign language skills and for knowledge of other countries and cultures. The institutions that provide teacher education shall ensure integration of the *international perspective* in all subjects and course modules. They must be receptive to ideas from teacher education in other countries, provide more courses held in English and make provisions for student exchange. At the same time, students must become better acquainted with their own culture through contrastive analyses including analyses of the education system. They must also be acquainted with international human rights and children's rights that apply across national borders.

Society is increasingly characterized by world-encompassing *media industry and ICT*, which results in new forms of learning. Children and adolescents are often the first to begin using new technology. This is a challenge for teachers, who often lack knowledge of new technology. Students shall be able to use new technology for learning and communication, but they shall also be capable of critical reflection concerning its use.

*Artistic forms of expression* are an important part of our daily lives. The growth of music and culture schools has helped to ensure that many more children and adolescents have been given the opportunity to express themselves in various art forms. In addition to this, the environment in which people grow up is enriched by voluntary organizational and cultural activities. In kindergartens, schools and day-care facilities for school children, creative activities, experiences and forms of expression shall constitute a major element of activities. Close cooperation with music and culture schools and other local cultural activities will enrich the activities of kindergartens and schools.

*The consumer society* intervenes with increasing force in the daily lives of children and adolescents, and exerts a powerful influence on values. Kindergartens and the school must be able to respond to this influence by providing alternative knowledge and values. In this area, teachers must cooperate closely with parents and guardians. For its part, teacher education shall prepare students for this task. Through critical discussions on the consumer society, students shall learn how to introduce pupils to alternative perspectives, attitudes and values.

A society where keener *competition* makes itself felt even in kindergartens and schools may encourage greater effort and a positive cycle of learning, but may also give rise to despondency and reluctance to learn. Helping pupils who do not participate actively is a challenge for teachers. The learning environment must be adapted to allow integration of children and adolescents with varying backgrounds including those with special teaching needs. All pupils must experience that hard work is worthwhile, and that they can succeed. Adapted teaching shall be an element of all subjects in teacher education.

Most children and adolescents experience a secure upbringing. However, some children have insecure lives characterized by a *failure of care*. This may have an effect on the learning community and undermine motivation. The teacher can handle such problems in cooperation with people who share responsibility for the environment in which the children grow up. Teacher education must prepare the students for these challenges and also train them in resolving conflicts and in preventing and combating bullying, violence and racism. The course must help the students to deal with situations where children and adolescents experience bereavement, war, sexual abuse or other crises that require special care and initiatives from the teacher.

It is a presupposition of teaching in kindergartens and schools today that the children will grow up in a society with considerably greater *gender equality* than was experienced by previous generations. It is a goal for teaching that both sexes shall be able to express themselves on their own terms. Knowledge about the differences between boys and girls is of importance to teacher education. Children and adolescents are subject to pressures from a global culture and media industry that is

often stereotype in expression and content. Students must have insight into how this affects gender socialization, and they must be able to take this into consideration when planning teaching and methodology.

*Changes in workplaces and industry* place considerable demands on flexibility and the will to change, on personal initiative and creative ability and on being able to put visions and plans into practice. Both kindergartens and the school must open a channel towards local workplaces and industry. Children and adolescents must gain a knowledge of different occupations. Practical entrepreneurship is a learning goal that is given increasing emphasis by the school. This will help to develop personal qualities such as creativity and the capacity for initiative while providing knowledge that will be useful to the pupils in their working careers. Knowledge of how to start an enterprise should be included in such teaching for the older pupils.

Teacher educators have therefore a responsibility for developing their competence in work places and industry. They must also develop learning strategies that stimulate future teachers to make educational use of entrepreneurship.

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.

## 1.5 From national curriculum regulations to curriculum

It is laid down in *section 46 (4) of the Act relating to universities and university colleges* that the Ministry may establish national curriculum regulations for certain courses. The Act and the curriculum regulations constitute a mandatory basis for the institutions that provide teacher education, employees, students and representatives for practical training. On the basis of the curriculum regulations, the institutions shall develop curricula for compulsory and elective course modules. The curricula shall interpret and specify objectives and establish content, course literature, working methods and assessment arrangements for each subject. They shall also show the overall structure of the course.

# Chapter 2

## GENERAL TEACHER EDUCATION

### 2.1 Objectives and characteristics

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.

Children are curious by nature and enjoy learning through play, exploration and creative activities. It is intended that the primary and lower secondary school shall build upon and further develop this approach to knowledge, skills and learning. Teachers must enable the pupils to make discoveries that give rise to curiosity and insight that provide an experience of mastery and that enable them to learn how to learn. Teacher education must therefore give the students experiences that they can draw upon when developing stimulating learning environments.

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.

Pupils attending the primary and lower secondary school represent a considerable age range, a wide range of abilities and interests and a varied social, linguistic and cultural background. This requires that the general teacher possesses an insight into the environment in which children and adolescents are growing up and into the circumstances in which they live. The teacher must hold a level of academic and pedagogical security that inspires confidence, and must be able to take responsibility for the education and cooperate with colleagues, parents and guardians and other persons with responsibility for children's upbringing and learning.

It is the aim of general teacher education to help the students to fill a wide range of vocational functions. The subject studies, practical training and the student's own reflections shall therefore form an integrated whole and address the tasks that the student will meet in his daily work as a teacher.

General teacher education aims to develop the following forms of competence:

- *subject competence*: 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
- *didactic competence*: ability to analyse curricula and reflect over content and working methods and make provisions for learning and development processes for all pupils
- *social competence*: 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
- *adaptive and developmental competence*: 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
- *professional ethics competence*: 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

## 2.2 Structure and organization

General teacher education consists of a four-year vocational training course of 240 credits. The course comprises a compulsory component of 120 credits and an elective component of 120 credits.

### **The compulsory component of the course consists of**

Educational Theory 30 credits

Christian Knowledge and Religious and Ethical Education 20 credits

Mathematics 30 credits

Norwegian 30 credits

Basic Literacy and Numeracy Training 10 credits

Practical training as an integral part of the course modules 20–22 weeks

**The elective component of the course consists of** a choice of subjects of relevance to school teaching 120 credits\*

\* These shall include at least 60 credits in subjects that are taught in the primary and lower secondary school. The subjects may be extensions of subjects in the compulsory component or separate subjects of at least 30 credits and shall include subject didactics and normally practical training as well. A maximum of 60 credits may consist of other course modules of varying size of relevance to school teaching. The institution shall decide whether studies are relevant for work in the primary and lower secondary school.

Students may adapt the course to the lower levels of the primary and lower secondary school by choosing more subjects or to the higher levels by choosing fewer subjects. Natural Sciences and Environmental and Social Studies as an integrated course provision may be defined as a single subject area in the primary and lower secondary school.

The institutions prepare syllabuses for subjects not included in the curriculum regulations. When subjects are extended in excess of 30 credits, subject didactics will generally be directed towards the lower secondary level unless otherwise indicated by the character of the subject.

Depending on the subjects chosen during the first three years and the universities' and university colleges' provisions for and rules for admission to master's courses, the fourth year may be taken as part of a master's course.

### **Sami general teacher education**

Sami general teacher education is available for attendance by Norwegian, Swedish and Finnish students who have Sami as their first or second language. The central focus of attention for teachers in the Sami school is the living environment of the Sami pupils, and the course addresses the variation and diversity of Sami society. The purpose of Sami general teacher education is to qualify students to provide education in all subjects both with a Sami focus and with Sami as the language of instruction.

### **General teacher education for deaf students**

General teacher education for deaf students is adapted to students who are deaf or hearing impaired and have Norwegian Sign Language as their first language. Some subjects are adapted to qualify for providing teaching based on the needs of deaf or hearing-impaired pupils who use sign language.

### **General teacher education with a specially adapted course structure**

The individual institutions develop course provisions on the basis of local needs and resources. They may provide general teacher education with specially adapted course structures. Examples of special course structures include courses with a special emphasis on individual subjects or subject groups, adaptation to different levels or functions of the education system, emphasis on management and organization of education or specific emphasis on minority language and multicultural groups.

### **Subjects in general teacher education**

	<b>General teacher education</b>	<b>Sami general teacher education</b>	<b>General teacher education for deaf students</b>
<b>Compulsory subjects</b>	<i>Credits</i>	<i>Credits</i>	<i>Credits</i>
Educational Theory	30	30	30
Christian Knowledge and Religious and Ethical Education	20	20	20
Norwegian	30	30	
Mathematics	30	30	30
Basic literacy and numeracy training	10	10	10
Sami		30	
Norwegian for deaf pupils			30
Norwegian Sign Language			30
<b>Elective subjects</b>			
Primary and lower secondary school subjects	60 or 2 x 30	30	30
Primary and lower secondary school subjects / Subjects of relevance to school teaching	60 (modules of varying size)	60 (modules of varying size)	60 (modules of varying size)



## Degrees

If the teacher education course is planned in such a way that it meets the requirements laid down in the rules of the institution, the students may after three years be awarded a bachelor's degree. This degree is not a teaching qualification. The title of the degree is decided by the education institution. The word *teacher* may not be included in the title.

## Internationalization

In the various parts of the course, the institutions shall make provisions to ensure that the students are provided with an international perspective in relation to course subjects and teaching.

The institutions shall also make arrangements to enable students to take parts of the course abroad. Conditions shall be laid down for recognition of studies abroad as part of subject studies and practical training.

## 2.3 Practical training

As regards practical training, students shall meet the requirements and expectations faced by the teacher. They shall develop their professional competence by applying and adapting their own knowledge of subjects and didactics. Experience and issues derived from practice are also a central focus of the subject studies. In order to clarify the relations between the various learning arenas, the course must provide room for didactic reflection (see paragraph 1.3).

The institutions draw up a *practical training plan*. This plan is based on the objectives of the various subject studies and of the course as a whole. The purpose of the plan is to show how practical training is organized, and how progression is ensured throughout the course. It must emphasize the joint responsibility of subject teachers, students and practice schools for planning, carrying out and reworking the experience of practice. Practical training takes up a total of 20–22 working weeks, shall be guided and shall primarily take place in the primary and lower secondary school. However, a maximum of 2 weeks may take place in other appropriate practice fields. The students shall undergo an assessment with a pass/fail mark following each practice period.

The practical training shall be arranged so that the students

- become familiar with the diversity of professional tasks
- encounter the practice field as an arena for study of the subjects and as an arena for exploration
- develop knowledge of the interaction between pupils and between pupil and teacher and knowledge of school management, class management and teamwork
- reflect over and develop didactic knowledge relating to the subjects and across the subjects
- work in a multicultural learning environment and make provisions for adapted education for all pupils
- experience cooperation with parents and guardians and persons who share responsibility for the environment in which the children are growing up
- analyse experience of practice in the light of theory, curricula for the primary and lower secondary school and own experience with pupils
- gain experience of working methods that promote entrepreneurship

## 2.4 Principles of working methods and forms of assessment

The institutions are responsible for ensuring that the students gain experience of professionally relevant working methods and forms of assessment. Exercises and forms of documentation must integrate subjects, subject didactics and practical training so that the course functions as a coherent whole.

The working methods shall be planned in such a way that the students

- work with knowledge from different subjects and learning arenas
- obtain knowledge from different sources and assess the sources critically and independently

- take part in planning, carrying out and assessing the various parts of the course
- familiarize themselves with and analyse research, surveys and the national assessment system
- gain experience of methods that promote entrepreneurship at different levels
- have the opportunity for aesthetic expression, experience and awareness
- analyse questions of professional ethics
- present and disseminate material for different target groups
- work with ICT and other teaching aids and assess the teaching aids critically

Forms of assessment shall be planned in such a way that the students

- encounter assessment both during and at the end of the course modules
- observe the relations between practice and theory and between subjects
- experience a variety of forms of assessment adapted to the objectives and working methods of the course
- become familiar with forms of assessment appropriate for the primary and lower secondary school
- receive guidance and support in relation to their own learning and personal development

## 2.5 From national curriculum regulations to curriculum

The national curriculum regulations constitute a mandatory basis for the institutions, staff, students and practice schools. On this basis, the institutions develop a *course curriculum* in cooperation with students and practice schools. The curriculum shall provide an outline of the course as a whole and shall contain a practical training plan, individual subject syllabuses (for both compulsory and elective course modules) and syllabuses for interdisciplinary course modules. The following list specifies what the institution's curriculum shall contain.

### General information concerning the course

- what the course qualifies for
- course organization and course model
- guidance and assessment
- conditions for exemption and credit transfer, including for course modules taken at foreign institutions
- practical training plan
- student participation in development of the course
- arrangements for minority language students
- aptitude assessment – pursuant to statutes and regulations

### Subjects/subject areas

- subject content and subject didactics, organization and working methods, assessment and practice
- multicultural and international perspective
- adapted education and consideration for children with a special need for help and support
- cooperation with parents and guardians and persons who share responsibility for the environment in which the children and adolescents are growing up
- gender equality and other gender concerns

### Across subjects/subject areas

- instruction in the subjects shall collectively cover the five areas of competence, cf. paragraphs 1.2

and 2.1

- interdisciplinary course modules: entrepreneurship, environmental and resource management, the library as a learning arena, traffic training, drug and alcohol problems, bullying, children and adolescents in crisis (abuse, failure of care, war trauma, etc.), first aid and life-saving
- teacher cooperation on training pupils to express themselves orally and in writing and on teaching reading skills, arithmetic and use of digital tools in different subjects
- Sami topics in accordance with current curricula and the diversity in the Sami areas
- drama as a method
- ICT as an aid to communication and learning
- the teacher as a leader and cooperation partner
- cooperation between theory and practice and between subjects
- cooperation between the school and local workplaces and industry

## Chapter 2

# PRE-SCHOOL TEACHER EDUCATION

## 2.1 Objectives and characteristics

The purpose of pre-school teacher education is to provide qualified personnel for educational work with children attending kindergartens and the first year of the primary school. The course is to be based on research-based knowledge and shall at the same time have a vocational and practical orientation based on the pre-school teacher's area of work and on current legislation and curricula for such activities. Students attending the course shall be encouraged to take an active part in the development of satisfactory kindergartens for all children today and in the future and in the debate concerning this.

Kindergartens bring together children of different ages with varying needs, interests, aptitudes and cultural backgrounds. This requires that the course emphasizes a deep insight into children's development and living conditions and the significance of play in children's lives and learning. The education work of the Norwegian kindergartens is based on a tradition of dialogue, curiosity and exploration. In order to preserve the diverse forms of expression of individual children and the different relations existing within the group of children, it is important to be able to observe, converse and take an active part in the children's activities. Learning takes place in spontaneous "here-and-now" situations, where the pre-school teacher must pay the utmost care and attention to the many-sided expressions of small children and be able to interact with the children so as to stimulate positive development. Development of children's basic competence involves strengthening their social competence and communication skills in a broad sense. Pre-school teacher education therefore places a major emphasis on theoretical and practical knowledge in order that the students shall be able to observe and take part in children's activities, which is a precondition for the ability to develop the professional content and working methods of the kindergarten.

At the same time, the planning and adaptation shall accord with the national curriculum regulations for kindergartens. Children's learning also takes place in more organized and structured situations, characterized by dissemination of culture and learning of subject matter. The working methods in kindergartens and the first year of the primary school are founded on a topic-based, multidisciplinary and interdisciplinary conception of knowledge which allows considerable room for play and spontaneous activity. In addition to theoretical knowledge, the subjects of pre-school teacher education must provide insight into a holistic conception of learning, where care, play and learning are natural components.

The kindergarten plays a central role in children's upbringing and is of major importance to their families. There are long traditions for close cooperation between the home and the kindergarten. This cooperation strengthens the support for such activities although it also provides challenges for the

pre-school teacher. It is a demanding profession in a society that is constantly changing, with increasing attention to the user perspective and the meeting between people of different cultural backgrounds. Kindergartens are also an important arena for preventive child protection, adapted education and special educational assistance. A pre-school teacher guides a group of personnel, and has responsibility for providing professional guidance for this group. Qualification for staff management and cooperation is therefore a central element of pre-school teacher education.

Pre-school teacher education aims to develop the following forms of competence:

- *subject competence*: knowledge of children, childhood and educational work with small children and knowledge of theories and working methods in and across subjects
- *didactic competence*: ability to assess, plan and carry out adapted education for children both with and without special needs, and ability to implement preventive measures
- *social competence*: awareness of the importance of an environment for care and learning characterized by interaction, warmth, creativity, joy and humour as well as a sense of mastery for all. They must also have the capacity for close cooperation between the kindergarten, the home and other cooperation partners and knowledge of and skills in leadership, cooperation and educational guidance
- *adaptive and developmental competence*: ability to assess organizational development and social change of significance for kindergartens, to initiate and deal with changes and to be able to play a part in developments in kindergartens
- *professional ethics competence*: ability to reflect over the basic values of the kindergarten and the school, over one's own values, attitudes and manners and over ethical challenges affecting the profession

## 2.2 Structure and organization

Pre-school teacher education is a three-year course of 180 credits. The course includes a compulsory component of 150 credits and an elective component of 30 credits.

### **The compulsory component of the course consists of**

Educational Theory 45 credits

Subject-oriented studies 105 credits consisting of

Drama 10–15 credits

Arts and Crafts 10–15 credits

Physical Education 10–15 credits

Christian Knowledge and Religious and Ethical Education 10–15 credits

Mathematics 10–15 credits

Music 10–15 credits

Natural Science and Environmental Studies 10–15 credits

Norwegian 15 credits

Social Studies 10–15 credits

Practical training equivalent to 20 working weeks is integrated into the course modules

### **The elective component of the course consists of**

Specialized studies 30 credits

In the elective component, students are free to select specialized studies in subjects, subject areas or working methods of relevance to work in kindergartens. The individual institution prepares syllabuses for such studies. Special education, educational guidance and studies for educational work at the lower primary school level cannot be included in the three-year pre-school teacher education course.

Institutions may themselves combine the content of the subjects to form interdisciplinary course modules or organize the whole course or parts of the course in relation to a topic or subject area.

### **Specialized pre-school teacher education**

Individual institutions may in addition provide pre-school teacher education in the form of specialized courses with specially adapted course structures. Such models are additional to the main model at the institution concerned. The degree of specialization may be increased by redistributing and merging subjects or by removing individual subjects from the subject didactic studies. Educational Theory is a compulsory component of all pre-school teacher courses in addition to Norwegian, Mathematics, Christian Knowledge and Religious and Ethical Education and at least one practical or aesthetic subject of a length at least equal to that of the corresponding course in the main model.

### **Sami pre-school teacher education**

Sami pre-school teacher education is available for attendance by students who have Sami as their first or second language. Its purpose is to qualify pre-school teachers specifically for the Sami community. The central focus of attention for the work of the pre-school teacher is Sami children and their homes. This requires competence that can be applied to help in conserving and further developing Sami language, culture and society. Sami language is a compulsory component of Sami pre-school teacher education, and shall have a scope of 30 credits. Instead of arts and crafts, Sami pre-school teacher education includes Duodji (traditional Sami handicrafts) as a subject with a scope of 15 credits. Some subjects on the course may be replaced by or be adapted to subjects of particular relevance for Sami children at kindergartens and schools. The subjects music and drama place an emphasis on Sami music and joik (Sami chanting) and on the Sami narrative tradition.

### **Pre-school teacher education for deaf students**

Pre-school teacher education for deaf students is specifically designed for deaf and hearing-impaired students who have Norwegian Sign Language as their first language. The course qualifies particularly for educational work with deaf and hearing-impaired children in kindergartens and the first year of the primary school. The two subjects Norwegian Sign Language (30 credits) and Norwegian for deaf pupils (15 credits) are compulsory. Norwegian Sign Language replaces the specialized study component in the ordinary pre-school teacher education while Norwegian for deaf pupils replaces the ordinary subject in Norwegian. Certain other subjects of the course may be replaced by subjects of particular relevance for deaf children at kindergartens and schools. For example, the subject Drama and Rhythmics for Deaf Pupils may replace the ordinary provision of Music and Drama.

### **Internationalization**

In the various parts of the course, the institutions shall make provisions to ensure that the students are provided with an international perspective in relation to course subjects and pre-school teaching.

The institutions shall also make arrangements to enable students to take parts of the course abroad. Conditions shall be laid down for recognition of studies abroad as part of subject studies and practical training.

## **2.3 Practical training**

As regards practical training, which has a length corresponding to 20 working weeks, students shall become familiar with the challenges and requirements faced by a pre-school teacher. They shall gain experience of interacting with children and groups of children of different ages with varying backgrounds and aptitudes. They must gain experience of functioning as leaders for children and adults and of reworking their experience.

Experience gained in the practice field and from the issues that arise there forms a major point of departure for the subject studies. In order to clarify the relations between the various learning arenas, the course must encourage reflection, as described in paragraph 1.3. Fora must exist where students, subject teachers and practice teachers can discuss the students' practice experience and voice different opinions concerning knowledge and learning. Such fora may also provide room for reflections concerning pre-school teachers' potential for creating environments for children that promote development, desire to learn, joy, contentment and experience of mastery for all children. Such discussions and reflections are conducive to the development of knowledge and skills in the area of pre-school teaching.

Constructive cooperation between practice institutions and the education institution is of major importance to the total quality of the course. The institutions draw up a practical training plan based on the objectives of the various subject studies and of the course as a whole. This must also pay due consideration to the plans of the kindergartens. The plan shall show how the practical training is organized and the progression that shall be made during the course. It must emphasize the joint

responsibility of subject teachers, students and practice schools for planning, carrying out and reworking the experience of practice.

Practical training shall be guided. The gains received from practice are dependent on competent guidance, more specifically, the ability of the practice institution and practice teacher to allow room for the student's own experience, wonder and reflections. Practice shall mainly be in the form of work in a kindergarten but 2–3 weeks shall be in the first year of the primary school. Students shall undergo an assessment with a pass/fail mark following each practice period.

Practical training shall be arranged so that the students

- obtain an insight into varied educational work, with a major emphasis on children's play and learning
- are able to interact with children both individually and in groups and obtain an insight into the kindergarten and the primary school as important learning arenas
- gain leadership experience through cooperation with and leadership of groups of personnel, insight into the responsibilities of the supervisor of the kindergarten and cooperation with parents and guardians and other cooperation partners
- obtain insight into multicultural challenges in relation to children and families
- obtain insight into how kindergartens can prevent problems and help children with special needs
- analyse practice experience in the light of theory, the national curriculum regulations for kindergartens and the kindergarten's priorities and objectives
- expand their basis for reflection from personal mastery to include an awareness of educational community and historical, cultural and political phenomena associated with the kindergarten as a social institution
- view the practice field as an arena for exploration and reflection over own studies and for acquiring knowledge

## 2.4 Principles of working methods and forms of assessment

The institutions are responsible for ensuring that the students gain experience of relevant working methods and forms of assessment. Exercises and forms of documentation must include practice experience, subjects and didactics so that the course functions as a coherent whole.

The working methods shall be planned in such a way that the students

- play an active part in planning, carrying out and assessing the course
- develop active knowledge seeking and critical examination of different sources
- acquire practice in critical thinking and reflection regarding historical, cultural and topical aspects of kindergartens and the pre-school teaching profession
- receive the opportunity for aesthetic expression, experience and awareness
- reflect over ethical issues associated with the pre-school teaching profession
- acquire practice in oral, written and visual presentation for different target groups
- make use of relevant research and evaluations from the kindergarten in own learning and in development of the course
- use ICT in connection with groups of children and in administration of kindergartens

Forms of assessment shall be planned in such a way that the students

- experience a variety of forms of assessment adapted to the objectives and working methods of the course
- encounter assessment both during and at the end of the course modules
- observe the relations between practice and theory and between subjects/subject areas

- receive guidance and support in relation to their own learning and personal development

## 2.5 From national curriculum regulations to curriculum

The national curriculum regulations constitute a mandatory basis for the institutions, staff, students and practice kindergartens. On this basis, the institutions develop a *course curriculum* in cooperation with students and practice institutions. The curriculum shall provide an outline of the course as a whole and shall contain a practical training plan, individual subject/subject area syllabuses (for both compulsory and elective course modules) and syllabuses for interdisciplinary course modules. The following list specifies what the institution's curriculum shall contain.

### General information concerning the course

- course organization, including course model and any interdisciplinary or topic-based course modules
- guidance and assessment
- conditions for exemption and credit transfer – including for course modules taken at foreign institutions
- practical training plan
- how the students can participate in the development of the course
- arrangements for minority language students
- aptitude assessment – pursuant to statutes and regulations

### Subjects/subject areas

- subject content and subject didactics, cooperation with other subjects and with practical training, organization and working methods, assessment
- the multicultural and international perspective
- gender equality and other gender concerns
- adapted education in kindergartens and the first year of the primary school

### Across subjects/subject areas/topics

- instruction in accordance with the five areas of competence, cf. paragraph 2.1
- cooperation with parents and guardians and various bodies that share responsibility for the environment in which the children are growing up
- the pre-school teacher as leader, guide and cooperation partner
- interdisciplinary course modules such as traffic training, bullying and children in crisis (abuse, failure of care, grieving, war trauma, etc.)
- children needing special help and support
- Sami topics in accordance with current syllabuses and the diversity of the Sami areas
- ICT as an aid to organization, communication, play and learning
- the transition from kindergarten to school and education during the first year of the primary school
- the kindergarten's social mandate

# Chapter 2

## PRACTICAL AND DIDACTIC EDUCATION

### 2.1 Objectives and characteristics

The purpose of practical and didactic education is to qualify students for work in the upper primary and lower secondary school, in the upper secondary school and in adult education and to further the students' personal development. The course builds upon completed academic or vocational studies and vocational practice, but may also be taken in parallel with academic studies.

On completion of the course, students shall be able to work with groups of pupils within a considerable age range and a wide range of abilities, interests and social and cultural background. This requires that, as teachers, they must have insight into the environment in which the pupils are growing up and into the circumstances in which they live in order to be able to adapt the teaching to the needs of individual pupils. They must be able to cooperate with parents and guardians, enterprises, public agencies, associations and other persons and bodies that may help in providing a sound and varied environment for learning and growing up. The course is particularly directed towards work with pupils in the lower and the upper secondary school.

The course of practical and didactic education shall be vocationally and practically oriented and adapted to the academic or vocational background of the individual student. This can best be achieved through close, interdisciplinary teacher-student cooperation. Practice-based and professionally relevant tasks and close follow-up of the students help to further the principles of vocational adaptation, wholeness and coherence.

Practical and Didactic Education aims to develop the following forms of competence:

- *subject competence*, which the students can build upon and further develop in their work as teachers. They shall be able to reflect over the relations between academic and vocational subjects/school subjects, and over the subjects' structure and social significance.
- *didactic competence*, so that the students can plan, state the reason for, carry out and assess teaching adapted to the needs of the pupils in accordance with appropriate curricula and legislation. Didactic competence includes understanding of and ability to develop the pupils' learning strategies and create a constructive and inclusive learning environment.
- *social competence*, so that the students can cooperate with pupils and pay due regard to their individual and cultural backgrounds while developing their co-responsibility in teaching and learning. Social competence is also a precondition for cooperation with colleagues, school management, parents and guardians and the local environment of the school.
- *adaptive and developmental competence*, that enables the students to take into consideration the fact that the content, organization and teaching methods of the school and industry are constantly changing. They show this competence, among other ways, through their critical and constructive participation in the development of local curricula. Familiarity with and performance of research and development work is necessary if they are to be able to further develop their teacher role after completion of their studies.
- *professional ethics competence*, in accordance with the basic values on which instruction is based both in the school and in industry. Awareness of professional ethics shall underlie all aspects of teaching in the classroom or workshop, in the school or enterprise, in the local community and in other social arenas.



## 2.2 Structure and organization

### **Practical and Didactic Education has a scope of 60 credits and consists of**

Educational Theory 30 credits

Subject didactics or vocational didactics 30 credits

Practical training is integrated into the course modules and corresponds to 12–14 working weeks.

Students who hold qualifications in general subjects as the basis for admission, shall either have subject didactics in two subjects, each of 15 credits, or in one subject of 30 credits. Students who hold vocational qualifications as the basis for admission, shall have 30 credits in vocational didactics.

Practical and Didactic Education may be provided either as a separate course following completion of the academic or vocational course or be integrated into the academic or vocational course. The course must not be split up in such a way as to conflict with the goal of broad competence development and of wholeness and coherence in the teaching.

The course may be included in a five-year integrated master's degree course, where both academic studies and the practical and didactic course are directed towards a future teaching career. This can be done by taking components of the practical and didactic course in parallel with or integrated with academic studies.

### **Admissions**

Practical and Didactic Education builds upon one of the following types of educational background:

- completed general degree from a university or university college involving a minimum of three years of study. The individual institution shall lay down requirements regarding specialization in specific subjects.
- completed three-year professionally oriented university or university college education and at least two years of work experience.
- trade or journeyman's certificate or other completed three-year vocational training course at the upper-secondary level, general entrance requirement, vocational theory education and at least two years of work experience.

The education institution assesses any applications made on the basis of prior learning (formal and non-formal) and work experience.

In the case of integrated courses including both academic subjects and Practical and Didactic Education, the entrance requirement will be the same as applies for admission to the academic studies.

### **Internationalization**

In the various parts of the course, the institutions shall make provisions to ensure that the students are provided with an international perspective in relation to course subjects and teaching. If students take part of the course in Practical and Didactic Education abroad, this must be in accordance with the institution's conditions for recognition of the course.

## 2.3 Groups of objectives

Work on the three groups of objectives shall ensure alternation between theoretical knowledge, practice and didactic reflection.

### **The teacher and the pupil or apprentice**

This group of objectives concerns the day-to-day instruction in classrooms and workshops. Core tasks consist of planning, adaptation, implementation and assessment of the learning environment and the pupils' learning. The teaching competence that is most heavily represented in this group of objectives includes the ability to analyse own experience and further develop teaching in interaction with pupils or apprentices, colleagues and others.

The students shall

- be able to survey and assess the pupils' and apprentices' development level, competence, interests, learning strategies and other conditions for learning as a basis for individually adapted teaching
- be able to describe, assess and apply curricula, legislation and other steering documents and the platform of values and view of knowledge and learning that documents are based on
- be able to select, assess and further develop the content of the teaching on the basis of society's and industry's competence needs, current curricula, the principles of subject didactics and vocational didactics and the background of each pupil
- be capable of using and explaining the reasons for using a variety of working methods and forms of assessment in order to promote differentiation and pupil activity, and have acquired competence in providing educational guidance
- be able to cooperate with pupils/apprentices, colleagues and others on planning, implementing and assessing the teaching
- be able to provide support and care to children and adolescents in crisis
- be able to assist in developing a satisfactory learning environment and sound learning strategies and be able to prevent and deal with conflicts and bullying
- be conscious of their function and responsibility as models and role models
- function clearly as a leader of a democratic learning community and be able to exercise the function of class teacher and team leader
- be able to take initiative to and perform development work and be able to make use of the results of academic work, subject or vocational didactics and educational research and development

### **The teacher and the organization**

This group of objectives concerns organizational, administrative and cooperative responsibilities that lie outside the daily teaching work, but have an important role in defining the frameworks for this. This requires understanding of the school's or enterprise's objectives and special characteristics as a learning arena and workplace. The course shall also promote the ability and will to further develop forms of organization and management and the culture underlying these.

The students shall

- be able to understand the school's and, if appropriate, the enterprise's distinctive features as an organization and, in particular, in relation to their own profession
- be capable of understanding, assessing and developing the interaction between appropriate forms of organization and sound learning strategies
- be able to assess and take active part in further development of the physical and social working and learning environment of the school or enterprise
- be aware of their own and colleagues' view of their subject and concept of knowledge and learning and the relationship between the educational approach, aim of the teaching and the practice followed by the school or enterprise

### **The teacher and the community**

This group of objectives concerns the interaction between the social development, the value platform of the teaching, the profession or vocation and the educational practice. The teacher must be able to explain and develop his or her academic understanding, subject didactics/vocational didactics understanding and educational practice on the basis of a social perspective.

The students shall

- have insight into and awareness of the school's historical, current and future role as a social institution and bearer of culture
- be aware of how social developments influence and are influenced by youth culture and by the learning and living conditions of children and adolescents
- have insight into the environmental consequences of practice of their profession or vocation and encourage changes that may be conducive to an ecological and sustainable development
- be able to analyse and take into consideration the competence needs of the local community, of society as a whole and of working life, and understand the educational needs of children and adolescents with different cultural backgrounds
- understand the place of the school in the local community. Be able to use the local community as a learning arena and cooperate with other institutions and persons on realizing a varied and adapted teaching provision
- be able to analyse the place and importance in society and in the Norwegian education system of their profession or vocation, and be able to further develop the profession or vocation, their own professionalism and teaching activities
- be able to arrange contact with commerce and industry and stimulate pupils to show personal initiative and entrepreneurship

## 2.4 Practical training

In a vocationally oriented course, practical training is of exceptional importance. Methods and forms of assessment in all parts of the course must therefore build upon and integrate practice and practical experience. As shown by the objectives, the course aims at a broad perception of the teaching profession. It is therefore important that the practice engaged in by the students is as far as possible aligned towards all three groups of objectives.

Practical training shall correspond to 12–14 working weeks, be guided and take place in an authentic working situation with pupils. Practice may be carried out both individually and in pairs/groups. Practice in pairs and groups may help to develop the students' social competence and provide a basis for academic and interdisciplinary cooperation. Time for individual teaching shall include at least eight teaching hours a week. It is advantageous that the students obtain experience of both lower and upper secondary school. The practice element of the course shall be associated with subjects in which the students have teaching competence. Following each practice period, students shall undergo an assessment with a pass/fail mark.

## 2.5 Guidance and assessment

Guidance and assessment arrangements shall take into consideration the overall objectives of the course. Texts and other documentation included in the formal and informal assessment shall have a central place in teaching, guidance and learning throughout the course. This requires extensive student participation and cooperation.

Exercises and forms of documentation shall link together the various parts of the course. The students shall be given a final assessment in subject didactics or vocational didactics, educational theory and practice. However, this assessment may be based on integrated exercises and forms of examination. This also applies to integrated courses of study.

Assessment should include exercises and texts showing the students' development throughout the course and indicating developmental goals as a basis for further learning, guidance and follow-up at

the start of the teaching profession. In order to ensure breadth, student adaptation and learning by example, a variety of forms of documentation should be implemented. The education institution is responsible for developing assessment arrangements and for conducting the assessment, but assessment of the students' practice shall take place in cooperation with the practice institutions.

Both formal and informal assessment shall ensure that the student receives follow-up and guidance throughout the course on the basis of the course objectives.

## 2.6 From national curriculum regulations to curriculum

Individual institutions are responsible for developing course provision in accordance with the objectives set out in the national curriculum regulations and with the students' needs and interests. A curriculum shall be prepared for the Practical and Didactic Education course at each institution. The curriculum shall contain plans for practice, educational theory and subject didactics or vocational didactics in the individual subjects or vocational areas. The course curriculum must show how these elements are to be integrated in a holistic course. In conjunction with the legislation and curriculum regulations, the curriculum constitutes the mandatory basis for the education institution, teachers, students and practice institutions.

In order to safeguard the principles of the curriculum regulations concerning vocational adaptation, wholeness and coherence, it is required that specialists in subject didactics or vocational didactics, educationalists, representatives from the practice field and students shall all cooperate in the curriculum development. The same applies when curricula shall be evaluated and further developed.

The course curriculum shall specify the objectives set out in curriculum regulations in relation to the profession or vocation in which the student is to develop teaching competence. The curriculum must have a form and content that enables it to function as a link between the students' learning and development and the course plan provided by the institution. The following list specifies what the institution's course curriculum shall contain.

### **General information concerning the course**

- what the course qualifies for
- characteristics and structure of the course
- course organization and course model
- conditions for exemption and credit transfer, including for course modules taken at foreign institutions
- practical training plan
- student participation in development of the course
- aptitude assessment – pursuant to statutes and regulations

### **Plans for educational theory, subject didactics and vocational didactics**

- academic content in educational theory and subject didactics or vocational didactics, organization and working methods, assessment
- multicultural and international perspective
- gender equality and other gender concerns
- adapted teaching for all pupils and special assistance for those who need it

**Across subjects/subject areas**

- instruction in the subjects shall collectively cover the five areas of competence, cf. paragraphs 1.2 and 2.1
- Sami topics in accordance with current curricula and the diversity in the Sami areas
- ICT as an aid to communication and learning
- working methods that promote entrepreneurship
- the teacher as a leader and cooperation partner
- cooperation between theory and practice in teacher education
- cooperation between general and vocational subjects in the upper secondary school
- cooperation with commerce and industry, parents and guardians and the various bodies responsible for the upbringing and learning environment of children and adolescents