

**NATIONAL GUIDELINES FOR THE  
PRIMARY AND LOWER  
SECONDARY TEACHER  
EDUCATION PROGRAMME  
FOR YEARS 5–10**

## Preface

Since 2014, the National Council for Teacher Education (NRLU) has had responsibility for revising and developing the national guidelines for teacher education programmes in Norway. The national guidelines shall provide binding standards for quality for good teacher education and shall be revised in accordance with developments in the knowledge field. Following the government's announcement that current four-year primary and lower secondary teacher education programmes are to be replaced by five-year master's degree programmes from 2017, the NRLU has worked to develop national guidelines for the new programmes. In 2014, the NRLU appointed a programme group responsible for coordinating the development of these guidelines. The following members were assigned to the programme group: Jacob Melting, Bergen University College (director), Siv Flæsen Almendingen, Nord University, Ruben Amble Hirsti, student, Stine Christensen Holtet, the Union of Education Norway, Bjørn Roberg, student, Marianne Skogerbo, the Norwegian Association of Local and Regional Authorities, Bjørn Smestad, Oslo and Akershus University College of Applied Sciences, Jan Idar Solbakken, Sámi University of Applied Sciences, Trude Steingård, UiT the Arctic University of Norway, Ingfrid Thowsen, the Norwegian University of Science and Technology, Anne Karin Rudjord Unneland, NLA University College, Anne Øie Volda, Volda University College.

The secretariat for the programme group is held by Trude Myklebust and Dag Orseth, Bergen University College and the secretariat of the Norwegian Association of Higher Education Institutions (UHR).

Subject groups were also appointed for a total of 13 subjects. All of UHR's member institutions that offer primary and lower secondary teacher education programmes have been represented in these groups.

The objective of the work is to ensure that the guidelines contribute to the development of five-year primary and lower secondary teacher education programmes with a master's degree as an integrated programme of professional study, for the professional development of the teacher education field and to improve the quality and overall coherence of the teacher education programmes.

The national guidelines have been drawn up on the basis of the Ministry of Education and Research's Regulations for Primary and Lower Secondary Teacher Education Programmes for Years 5–10 adopted on 7 June 2016.

The programme group and subject groups have had a short time frame for the work on the national guidelines. The work on the national guidelines under the auspices of UHR takes as its basis that the guidelines can be continuously revised as the sector gains experience of them.

1 Sept. 2016

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## **1. Introduction**

The National Curriculum Regulations for Differentiated Primary and Lower Secondary Teacher Education Programmes for Years 5–10 and form the basis for the national guidelines.

The guidelines complement the regulations, and are intended to ensure a teacher education programme that is coordinated at a national level and that satisfies the quality requirements for the primary and lower secondary teacher education programme. They are intended as academic guidelines for the institutions' programme descriptions and course descriptions. Each individual institution shall develop a programme description with provisions relating to content, teaching practice, organisation, work methods and forms of assessment. The programme description shall be adopted by the board of the institution.

Expected learning outcomes are defined for each subject and describe what the student is expected to know and be capable of on completing the course. The wording of the learning outcomes are based on the overall descriptions in the National Qualifications Framework for Lifelong Learning, which describes the knowledge, skills and general competence the candidate is expected to have at different levels of the programme.

For the first three years of the programme, guidelines have been developed for each of school subject with a scope of 30 + 30 credits, 60 credits in total at the first cycle level, and for 30 credits in pedagogy and pupil-related skills, along with the subjects relevant to work in schools; profession-oriented pedagogy and special pedagogy with a scope of 30 credits. For the fourth and fifth years of the programme, guidelines have been developed for pedagogy and pupil-related skills with a scope of 30 credits and for the master subject with a scope of 90 credits at the second-cycle level. For teaching practice, common learning outcomes have been defined for the first three years of the programme and for the fourth and fifth years of the programme. Each institution defines descriptions for 30 credits of teaching subjects at second cycle level for students who have chosen profession-oriented pedagogy and special pedagogy as master subjects.

The primary and lower secondary teacher education programmes shall be two clearly defined and differentiated programmes with separate regulations. A set of guidelines has therefore been developed for each of the two teacher education programmes.

## **2. Institutional responsibility**

The organisation of the teacher education programmes shall ensure comprehensive study programmes through management and organisation involving all of the relevant academic environments. The teacher education programmes shall promote the integration of theory and teaching practice, consistent professional orientation, and a research basis. The institutions must ensure binding collaboration between the teacher educators at the teacher education institution and the practical training.

The institutions must ensure coherence between activities at the teacher education institution and in teaching practice. Within the framework of an agreement between the teacher education institution and the school owner, the programme description shall coordinate the education in the two learning arenas.

To achieve the objective of being fully research-based, all teacher education subjects must be based on a research environment of relevance to teacher education.

The teacher education institution is responsible for assessing whether teacher education students are suited for the teaching profession. This happens through a comprehensive assessment of the student that covers academic, pedagogical and personal attributes, and takes place throughout the programme, cf. the Regulations relating to Suitability Assessment in Higher Education.

## ***2.1 Academic breadth and possibilities for mobility***

Schools require teaching staff with broad competence. Because of this, and out of consideration for students' opportunity for mobility during the programme, institutions are expected to provide a wide range of subjects.

It must be possible for the students to apply for a transfer from one institution to another after the third year of the programme.

## ***2.2 Internationalisation***

The teacher education institutions must provide the students with the opportunity to take part of their education abroad. This should apply to both subject studies and teaching practice. The structure of the education programme at each institution must not be an obstacle to students taking a semester abroad during the programme. Equivalent education abroad must be approved as part of the education, and the institutions should develop flexible arrangements for this.

The programme description and the teaching must also make internationalisation possible at the institution itself, for example by including international and multicultural dimensions in the study programmes, knowledge of international education policy, an English language syllabus and research articles, through academic discourse in international digital arenas and through the use of foreign guest researchers/lecturers.

# **3. Subjects in the programme**

## ***3.1 Structure***

The Regulations establish which subjects are compulsory in the primary and lower secondary teacher education programme for years 5–10. The Regulations also provide guidelines on the scope of elective subjects. How subjects are organised in the programme, other than what is stipulated in the Regulations, must be specified in the institutions' programme descriptions.

The first three years of the primary and lower secondary teacher education programme for years 5–10 comprise pedagogy and pupil-related skills (30 credits), subject I (master subject; at least 60 credits), subject II (teaching subject; at least 60 credits) and subject III (new teaching subject, a subject relevant for work in schools, or a specialisation in a teaching subject; 30 or 60 credits). Subject I (master subject) can be a 60 credits teaching, profession-oriented pedagogy or special pedagogy, 30 credits, which together with pedagogy and pupil-related skills have a scope of 60 credits in the first to third years of the programme. Subject III can be a new teaching subject, a subject relevant for work in schools or specialisation in a

teaching subject, 30 credits, if the master subject is in a teaching subject. If the master subject is profession-oriented pedagogy or special pedagogy, subject III must be a new teaching subject with a scope of 60 credits.

The fourth and fifth years of the programme include pedagogy and pupil-related skills, with a scope of 30 credits, and the master subject, which can be a teaching subject, profession-oriented pedagogy, or special pedagogy.

- If the student has decided to specialise in a teaching subject, the subject must have a scope of 90 credits over the fourth and fifth years of the programme, with, if applicable, elements of profession-oriented pedagogy or special pedagogy.
- If the student has chosen profession-oriented pedagogy or special pedagogy as the master subject, the subject must have a scope of 60 credits over the fourth and fifth years of the programme, in addition to the 30 credits of compulsory pedagogy and pupil-related skills. The master subject builds on 60 credits from the first three years of the programme; 30 credits of pedagogy and pupil-related skills and 30 credits of profession-oriented pedagogy or special pedagogy as subjects relevant for work in schools. In the fourth or fifth year of the programme, the student chooses 30 credits in a teaching subject, which builds on 60 credits in the subject in the first to the third years of the programme. The master subject and thesis should be linked to teaching and learning in the subject.

### **3.2 Content**

Teaching is a demanding and complex profession in a society marked by diversity and increasing competence requirements. The programme shall ensure that the student is competent to teach each of the grades the programme aims at, and shall provide the qualifications necessary for performing extensive and complex tasks in a professional role that is subject to constant change.

The teaching subjects shall provide competence to teach equivalent school subjects. All the subjects in the teacher education programme together with the teaching practice are responsible for the student developing an identity as teacher. In the teacher education programme, pedagogy and pupil-related skills, teaching subjects and teaching practice shall be linked closely together in a way that ensures coherence and progress in the education.

Values, objectives, work and assessment forms must be created in collaboration between the teacher education subjects and teaching practice. It is the institutions' responsibility to ensure that the student encounters a variety of work methods and formative and summative assessment during the teacher education programme.

The teaching profession shall be based on a reflective ethical awareness of its social role. The teacher education shall safeguard professional ethics and educate teachers with ethical knowledge who are able to act in an ethically responsible manner.

*Teacher education programme subjects are characterised by:* The subjects in the teacher education programme shall be profession-oriented and research-based teacher education subjects. Sound academic and subject didactics or pedagogical knowledge are integrated in

all subjects. This also applies to knowledge of the variety of work methods in the subject. Teaching practice is an integral part of the subject. All of the subjects in the education programme shall form part of the general education process, which ensures that the student possesses the ability to see a matter from different angles and research professional practice from different perspectives. The student shall develop the ability to analyse his/her own and others' attitudes and actions through critical reflection, alone and in a professional fellowship, and thus develop independent action competence and the ability to make his/her own choices.

### **Interdisciplinary topics included in the student's education:**

The content of subjects and the teaching practice are specified in the guidelines for each subject. In addition, the institutions must ensure that the primary and lower secondary teacher education programme observes the following perspectives and topics:

#### **In all subjects:**

*Adapted education:* The right to adapted education is legally established in the Education Act and Regulations. Adapted education is characterised by variation, for instance through exercises, subject matter, the intensity of learning, the organisation of the education, teaching aids and work methods. Education shall be adapted to accommodate the individual pupil's abilities, and the programme must ensure that the student acquires the competence needed to adapt their teaching according to the diversity of the pupils. This includes knowledge of pupils' right to exemption from the curriculum, which means developing individual educational objectives.

*Assessment:* The student must be able to develop and communicate clear objectives for the education, assess the pupils' learning outcomes, give the pupils academically relevant feedback and facilitate the pupils' self-assessment. The subjects must therefore provide students with training in analysing and assessing the pupils' learning processes and achievements, and in giving feedback that supports their learning. The student must also understand and use the results from different tests, mapping tools and quality assessment systems when they follow up the pupils' learning and development.

*Basic skills:* The basic skills – reading, numeracy, writing, oral and digital skills– are both a prerequisite for developing academic knowledge and part of the academic competence in all subjects. Each subject is responsible for the students acquiring knowledge about how they can help the pupils to develop their basic skills. The teacher education shall promote the development of the pupils' basic skills on the subjects' terms.

#### **The institutions' programme descriptions:**

The programme descriptions must show how the following topics are covered for all students:

*Psychosocial learning environment:* The education programme shall ensure that the student acquires the necessary skills, knowledge and competence a teacher needs to create a safe psychosocial school environment and prevent and deal with violations, bullying, harassment and discrimination. The education programme must give the student the knowledge and competence to deal with equality-related challenges at school.

The student shall maintain a norm-critical perspective and keep an eye on pupils' mental health and psychosocial risk factors in everyday school life. Based on academic assessments,

the student shall quickly be able to implement necessary measures and be able to establish cooperation with relevant professional bodies. The student shall also have knowledge of and be able to identify signs of violence or sexual abuse and know how necessary measures are implemented.

*Citizenship and multicultural society:* The internationalisation of society and working life presupposes linguistic and cultural knowledge and international experience. The student must have knowledge about and an understanding of multicultural society. This entails awareness of cultural differences and being able to use these as a positive resource. Here, knowledge about human rights and the rights of indigenous people is essential.

The primary and lower secondary teacher education programmes must promote international cooperation and solidarity to achieve sustainable development and reduce social differences.

*Sami issues and the rights of Sami pupils:* The education programme shall qualify the student so that he/she is able to provide instruction on Sami issues, the rights of Sami children and young people and the Sami people as a recognised indigenous people. Sami culture and society are an important part of the shared cultural heritage. The instruction of Sami pupils has a special place in Norwegian primary and lower secondary education. The student must therefore acquire knowledge about the Sami content of the national curricula for primary and lower secondary education and about the rights of Sami pupils.

*Sustainable development:* The education programme shall qualify the student to teach sustainable development as an interdisciplinary topic. The education programme shall provide research-based knowledge about the climate, environment and development, and competence that supports pupils' learning about, attitudes to and actions for sustainable development.

*Aesthetic learning processes:* The student must develop creativity, the ability to create, interact, reflect and communicate using aesthetic means and tools. The student shall be able to facilitate creative learning through different forms of aesthetic expression, dissemination and presentation, which help to develop the pupils' self-confidence and identity.

### **3.3 Subjects that are relevant for work in schools**

In these guidelines, the phrase 'subjects that are relevant for work in schools' refers to subjects that are relevant for teaching in primary and lower secondary schools. The teacher education institutions decide which subjects to approve as subjects that are relevant for work in schools, in accordance with the policy that the subject must deal with functions and tasks that are part of the responsibilities of primary and lower secondary schools.

### **3.4 Research base**

In accordance with the Universities and University Colleges Act, primary and lower secondary teacher education programmes shall be research-based. Their basis in research must be both implicit and explicit. This entails the education programmes teaching and engaging the students in scientific work methods, critical thinking and

recognised, research-based knowledge. Research-based learning processes shall advance the students' independence, analytical skills and critical reflection so that they, as teachers, are able to make use of new knowledge and further develop at a personal level, their profession and their place of work after completing their education.

Theory of science and research methods should be introduced early on in the programme. There shall be progress in the topic throughout the education programme. The student shall master scientific theory and, in connection with the master's thesis, carry out an independent and comprehensive research-based written project.

The programme shall give prospective teachers the competence they require to make use of research in their professional teaching activities. The student must therefore acquire the skills of finding, understanding, assessing, using and contributing to research. In their encounter with research, the student shall develop his/her ability for critical reflection on their own and the school's collective practice, for interaction and for applying new knowledge.

The teacher educators in the teacher education programmes should themselves be active researchers or be part of a professional community where research is carried out and published in areas that are relevant to the primary and lower secondary teacher education programmes and the teaching profession. Teacher education as a programme of professional study should be further developed through continuous and systematic research and development work.

The institutions shall facilitate the students' participation in ongoing R&D-based projects and their opportunity to initiate their own projects. The projects can be interdisciplinary and shall help to strengthen the professional orientation as a whole.

### **3.5 Research and development assignment**

In the third year of the programme, the student shall write a research and development assignment (R&D) as a combination of one of the teaching subjects and pedagogy and pupil-related skills. The assignment shall be profession-oriented and linked to the field of practice or other aspects of the school's activities.

The R&D assignment shall be an independent, research-based written piece in which the students create and answer a chosen research question. The objective of the assignment is to provide a coherent presentation of and reflection on key issues the student will encounter in his/her professional practice.

The work on the R&D assignment forms part of the introduction to scientific theory and method. The assignment shall provide knowledge about key scientific theoretical issues in education research, and knowledge of the subject the student has chosen to study in depth. Through the R&D assignment, the student shall acquire skills in academic writing, the ability to analyse relevant research, and the ability to analyse and disseminate complex subject matter in a convincing manner.

The institutions must use learning outcomes to elucidate the links between courses and the students' R&D assignments. Apart from this, the institutions themselves determine the scope and organisation of the R&D assignment.

The student must pass the assignment before he/she can start the master's thesis.

### **3.6 Teaching practice**

Teaching practice must be an integral part of all subjects in the primary and lower secondary teacher education programmes. The teaching practice must consist of at least 110 days of supervised and assessed practice. Five of these days can be in an upper secondary school, with emphasis on the transition between school levels. Teaching practice shall be distributed over a minimum of four years, with at least 80 days during the first three years, and at least 30 days during the last two years. In addition, at least five days of adapted observation at a primary or lower secondary school shall take place early in the programme. The individual educational institution can assign teaching practice a greater scope.

The teaching practice days may be split so that they for instance are taken out as half days. When days are split like this, the institution is obliged to ensure that the students nonetheless are offered teaching practice that equals a total of 115 whole days.

Preparation and follow-up work connected with the teaching practice are not to be calculated as part of the 115 days.

Teaching practice in a school in another country in connection with an exchange stay abroad or international semester can be approved as part of this compulsory teaching practice.

Teaching practice must be supervised, assessed, and varied. The supervision and assessment of students in teaching practice is the joint responsibility of the subject teachers in the teacher education programmes, the teaching practice supervisor, and the head

teacher.

The practice is assessed as passed/failed at the end of each year of the programme that includes assessed teaching practice. The institutions' examination regulations establish how many times a student is allowed to carry out a period of teaching practice.

### **Requirements for the organisation of teaching practice**

- The teacher education institutions have chief responsibility for the content, quality and assessment of teaching practice, and for ensuring progress between the periods of teaching practice.
- The practice school must organise the teaching practice in accordance with the teacher education programme's programme descriptions.
- The teaching practice must be organised through formal agreements between the teacher education institution and the school owner and head teacher of each practice school.
- The head teacher of the practice school has the main responsibility for the teaching practice taking place at his/her school and shall ensure a good framework is in place for the teaching practice. The head teacher shall take part in relevant collaboration forums between the teacher education institution and the school.
- The content of and framework conditions for the teaching practice must be assessed on a continuous basis. Quality assurance of practice schools, practice teachers and the teaching practice must be incorporated in the educational institutions' quality assurance system.
- The practice teacher must have completed further education in the supervision of teaching practice with a scope of at least 15 credits, or have committed to start supervision of teaching practice training. It is the responsibility of the teacher education institution to develop a plan for the provision of courses totalling at least 30 credits in the supervision of teaching practice.

### ***3.7 Agreements on teaching practice cooperation***

Cooperation between the teacher education institution and the practice school must be established in an agreement. The agreement shall include the following items:

- Duration
- Objective
- Frameworks
- Institutions' programme description
- The Regulations relating to Suitability Assessment in Higher Education
- The responsibility of the practice school
- The responsibility and tasks of the school owner, the head teacher and the teaching practice teacher
- Organisation of the teaching practice at the individual school
- Time available
- The responsibility of the teacher education institution

- Internal division of roles and tasks at the educational institution
- Collaboration forums
- Mutual competence development
- Guidelines for mutual evaluation
- Remuneration for teaching practice (cf. prevailing agreements)

#### **4. Transfer schemes between the education programmes**

The primary and lower secondary teacher education programmes are defined as two separate education programmes. Students wishing to transfer to the other programme must submit an ordinary application for admittance to a new education programme (years 1–7, years 5–10, years 8–13), and can then apply for administrative approval/specific recognition of previously completed subjects and/or courses.

The administrative approval/specific recognition of previous education is provided for in the Act relating to Universities and University Colleges, Chapter 3 Sections 3–4 and 3–5.

#### **5. From national guidelines to programme descriptions**

The institutions' programme descriptions must be prepared on the basis of the information provided in Section 4 of the Regulations and points 1 to 4 in the National Guidelines.

These state how the institutions' programme descriptions are to describe provisions on academic content, interdisciplinary courses, organisation, work methods and assessment arrangements. The programme description must clearly describe the progress requirements for teaching, assessment and teaching practice.

## **6. Teaching practice**

### ***6.1 Teaching practice in the programme***

Teaching practice is an integral part of all subjects in the primary and lower secondary teacher education programme. It is contingent on cooperation between students, subject teachers, practice teachers and school managers.

The guidelines describe the expected learning outcomes for the periods of teaching practice after the first and second cycles of the education programme. In the first cycle, which comprises teaching practice for the three first years of the programme, emphasis is placed on developing broad competence in the teacher's work, the pupil and pupil diversity and the school as an organisation. The teaching practice in this cycle shall show the development of the students' skills and socialisation for the teaching profession and teaching knowledge in teaching subjects.

In the second cycle, which comprises the last two years of the programme, the students shall gain more in-depth knowledge of learning processes, children and young people's development, and research and development work at school. This cycle facilitates the development of students' change competence.

There should be a close connection between content and work methods in teacher education subjects and teaching practice. Teaching practice shall ensure a gradual introduction to different aspects of the teaching profession, educational progress and connection to the teaching of subjects. How didactics are to be practised in the teaching of subjects will be a recurring topic throughout the teaching practice.

The teaching practice shall be an arena for systematic learning and practice, in that the practice teacher works with the teacher education institution to facilitate learning through practice situations and supervision. In the first year, the students shall, in cooperation with fellow students, plan, carry out and assess teaching under the supervision of practice teachers and subject teachers. During the rest of the programme, the student has a more independent responsibility to plan, carry out and assess teaching. This applies to all types of activities and tasks that the student is to explore, practise and carry out. Teaching practice shall include the teaching and use of digital resources.

The wording of the learning outcomes for teaching practice must be seen in relation to the wording of the learning outcomes for the teacher education subjects. Providing content and ensuring progress in teaching practice is a joint responsibility.

The primary and lower secondary teacher education programme for years 5–10 is the basic education. The learning outcomes for the different years of the programme must be assessed on this background. Progress in the expected learning outcomes shall be facilitated throughout the programme. The supervision of newly qualified teachers, practical professional practice, collegial collaboration, and further education will further

develop the new teachers' teaching competence after the completion of the programme.

## ***6.2 First cycle of teaching practice***

The main topics of teaching practice in the first three years of the programme are the role of the teacher, the teacher's work, pupil diversity, the school as an organisation and the teacher's facilitation of subjects to be learned by years 5–10. This deals with:

- Development of students' own teacher identities and relational competence
- The teacher's work in the multicultural classroom
- Classroom management
- Planning, implementing and assessing teaching
- Adapted education and assessment that promotes learning
- The school as an organisation, and cooperation with other bodies

### ***Learning outcomes for the first cycle of teaching practice***

#### **KNOWLEDGE**

The candidate

- has knowledge of the teacher's tasks and roles at school
- has knowledge of the contact teacher role, classroom management, communication and relational work
- has knowledge of learning processes, facilitation of teaching, and work methods and assessment forms that promote good and inclusive classroom and learning environments
- has knowledge of pupils' abilities and development as a starting point for adapted education
- has knowledge of cultural, linguistic, religious and social diversity
- has knowledge of the applicable legislation and curricula and of the whole course of education with emphasis on the transition from primary school to lower secondary school and from lower secondary to upper secondary school
- has knowledge of the school as an organisation and its remit, values and place in society
- has knowledge of methods linked to research and development work in school

#### **SKILLS**

The candidate

- is capable of planning, carrying out and assessing teaching on the basis of national and local curricula
- is capable of leading good learning processes on the basis of different work methods and objectives for the teaching
- is capable of reflecting on and assessing, choosing and using different

- mapping tools and, based on the result, following up individual pupils
- is capable of discussing teaching and learning on the basis of professional ethical perspectives
  - is capable of interacting with pupils, parents and guardians, colleagues and other internal and external parties
  - is capable of identifying and discussing measures for dealing with bullying and harassment, and contributing to the positive development of the school's learning environment
  - is capable of carrying out training that promotes the pupils' digital competence

#### GENERAL COMPETENCE

The candidate

- is capable of applying his/her knowledge and skills to carry out teacher-related tasks with all pupils
- has insight into the pupils' learning of basic skills and competencies
- has change and development competence that contributes to cooperation on new academic and pedagogical thinking at school
- is capable of assessing his/her own and others' practice on the basis of theories and research
- has developed his/her own teacher identity, as well as relational and communicative competence

### ***6.3 The second cycle of teaching practice***

In the last two years of the programme, the student shall further develop his/her teacher competence. In the second cycle, the teaching practice shall provide more in-depth knowledge of learning processes, the teacher's facilitation for learning subjects and research and development work.

This deals with:

- Learning management and a deeper understanding of pupil diversity
- Research and development work related to the school
- Development of change competence

### ***Learning outcomes for the second cycle of teaching practice***

#### KNOWLEDGE

The candidate

- has in-depth knowledge of learning processes, facilitation of teaching, work methods and assessment forms that promote inclusive classroom and learning

environments

- has in-depth knowledge of children and young people's development, learning and general education in different social, multicultural and digital contexts and of how this knowledge can be applied to adapt education to the needs and abilities of all the pupils
- has knowledge of concrete research and development work in the practice school

## SKILLS

The candidate

- is capable of taking responsibility for and leading inclusive, creative, safe learning environments that promote health, and in which education is adapted to the pupils' needs
- is capable of carrying out profession-oriented, practice-relevant, independent and limited research projects in accordance with research ethics norms

## GENERAL COMPETENCE

The candidate

- is capable of applying his/her knowledge and skills to involve and build relations with pupils and parents and guardians
- is capable of actively contributing to change processes and taking responsibility for cooperation on new academic and pedagogical thinking at school and involving the local community, workplaces and cultural scene in education
- is capable of critically reflecting on his/her own and others' practice with reference to theory and research
- is capable of strengthening international and multicultural perspectives on the school's work and encouraging democratic participation and sustainable development

## **7. Pedagogy and pupil-related skills**

### ***7.1 The subject in the programme***

Pedagogy and pupil-related skills shall contribute to the student's experience of progress, and recognition of the overall content and context of the programme in relation to teaching practice, subjects and pedagogy. Pedagogy and pupil-related skills are based on the statutory objective of the Education Act and the Professional Ethics for the Teaching Profession. The subject has the overall responsibility for students developing a teacher identity based on central professional ethical principles so that, as teachers, they can contribute to the continuous development of diverse and inclusive schools.

The core of the subject is how upbringing and teaching can contribute to the pupils' academic, social and personal learning and development. Through the subject, the student will prepare for handling the challenges and opportunities found in a diverse classroom. To improve teacher competence in a multicultural and multi-religious society, courses related to religion, life stances and ethics are an integrated module in the subject. The subject shall also help to qualify students to provide instruction on Sami issues, the rights of Sami children and the Sami people as a recognised indigenous people.

Pedagogy and pupil-related skills shall give the student an understanding of the role of the teacher and school in society. It is a cultural subject that ties history, culture, life stances and politics together with different perspectives on upbringing, education and general education. Knowledge about the school as an organisation and social institution is central. The student shall practise critical analysis of the challenges society, culture, life stances and politics represent for the role of the teacher and the school's activities. A key aspect of the subject is to give the student insight into the school's remit and tasks, and into the normative foundation and knowledge base for the teacher's activities.

Learning to build a constructive and inclusive learning environment for the pupils is another central aspect of the subject. This requires insight into both a teacher's work commitments and an in-depth understanding of the significance of didactic relations between the pupil, teacher and subject matter for the pupil's social and academic learning and development. In cooperation with the other subjects in the programme, pedagogy and pupil-related skills shall develop the students' relational skills in a way that enables them to relate to pupils, parents and guardians and colleagues in a competent professional and interpersonal manner.

Together with the other subjects in the programme, pedagogy and pupil-related skills shall also help the student to understand the significance of the role of basic skills in the pupil's learning, and how the development of competence in learning, communicating, interacting, exploring and creating can help to form the school of the future.

The subject shall help the student to develop insight into a research mindset, and thus the competence to carry out systematic R&D projects.

### ***7.2 Pedagogy and pupil-related skills, first cycle (30 credits)***

*The teacher's facilitation of learning in a classroom characterised by diversity*

During this cycle, the student shall acquire knowledge about the learning and

development of pupils in years 5–10, and skill at planning, carrying out and assessing teaching.

The focus is on how the teacher can help to establish a good learning environment for all the pupils in a school characterised by social, religious and cultural diversity. The student shall develop a reflective and critical researcher perspective on the school's activity and his/her own practice through instruction in scientific thinking and carrying out R&D projects.

### ***Learning outcomes for the first cycle***

(REE wording in italics)

## **KNOWLEDGE**

The candidate

- has broad knowledge of learning, motivation and learning strategies adapted to the pupils
- has knowledge of key didactic principles of relevance to the pupils
- has broad knowledge of varied work methods and assessment forms for the pupils
- has knowledge of the school's partners and how they contribute to ensuring good formative conditions for children
- has knowledge of the pupils' cognitive, emotional, physical and social development
- has knowledge of different learning difficulties and adaptation and behavioural challenges in children in years 5–10 and how they are evident in education
- has knowledge of children in grief and crises, the abuse of children, and difficult life situations that children can find themselves in
- has knowledge of key principles that promote inclusive education and adapted education
- *has knowledge of the Norwegian school in light of Christian tradition, secularisation, pluralism and fundamentalism*
- *is familiar with the key religions and life stances in Norway and their significance for pupils in years 5–10*
- has broad knowledge of how competence in interaction and basic skills can contribute to increasing pupils' learning
- has knowledge of how practical, creative and aesthetic learning processes can affect health, satisfaction and learning

## **SKILLS**

The candidate

- is capable of planning and carrying out systematic observation and analysing the data from the observation
- is capable of applying specialist terms and giving grounds for his/her

didactic choices of theory on learning and teaching

- is capable of reflecting on, explaining and discussing Norwegian and Sami school history and the significance of schools in a democratic society and in a globalised world
- *is capable of giving grounds for, disseminating and using documents on human rights and the rights of children*
- *is capable of maintaining the diversity of life stances in cooperation with pupils and parents*
- is capable of explaining the relationship between adapted education and special education
- is capable of reflecting on and applying research-based knowledge to exercise good classroom management and develop a safe and inclusive learning environment for the pupils
- is capable of cooperating with colleagues on planning, carrying out and assessing teaching and learning
- is, from an early stage of the programme, capable of applying scientific and methodological knowledge in the design of R&D projects

## GENERAL COMPETENCE

The candidate

- is capable of planning, carrying out and assessing teaching for pupils on the basis of existing framework factors and applicable curricula
- *has knowledge of and is capable of discussing didactic consequences, challenges and opportunities in a school characterised by linguistic, cultural and religious diversity*
- is capable of, maintaining a dialogue with the pupil and his/her parents/guardians on the pupil's learning and development, in a reflective and academic way

## **7.3 Pedagogy and pupil-related skills, second cycle (30 credits)**

*The research-oriented, innovative and ethically aware teacher*

During this cycle, the student shall develop an analytical and critical perspective on the school and his/her own practice in light of basic pedagogical, ethical and scientific issues.

The student shall develop a broad insight into education for years 5–10 based on new, relevant research in the field.

## ***Learning outcomes for the second cycle***

### **KNOWLEDGE**

#### The candidate

- has an in-depth understanding of curricula and can discuss challenges in the realisation of the applicable curriculum and other governing documents
- *has advanced knowledge of the pupil's general education in a pluralistic society*
- has in-depth knowledge of the significance of fellowship for the pupil's learning processes

### **SKILLS**

#### The candidate

- *is capable of critically analysing and applying the school's values*
- *is capable of identifying and discussing professional ethical issues on the basis of ethical theory*
- is capable of facilitating interaction in classes and groups in years 5–10 and subsequently critically analysing the activity
- is capable of applying research-based knowledge to prevent bullying, and of analysing and implementing measures to counteract bullying
- is capable of planning and taking part in research-based development and change processes at school, and of subsequently critically assessing them

### **GENERAL COMPETENCE**

#### The candidate

- is capable of applying research-based knowledge on metacognition and self-regulation to strengthen the pupil's learning process
- is capable of critically analysing and participating in public debate on education policy
- is capable of, on the basis of research-based and profession-oriented knowledge of pedagogy, carrying out and disseminating his/her own research in accordance with scientific principles
- *is capable of identifying and analysing challenges in everyday school life in a pluralistic school and taking advantage of the opportunities this presents*
- is capable of contributing to innovation processes and taking responsibility for cooperation and development work that promotes new academic and pedagogical ideas at school

**Pedagogy and pupil-related skills – module for Religious and Ethical Education**  
*(second cycle wording in italics)*

## KNOWLEDGE

The candidate

- has knowledge of the Norwegian school in light of Christian tradition, secularisation, pluralism and fundamentalism
- is familiar with the key religions and life stances in Norway and their significance for pupils in years 5–10
- *has advanced knowledge of the pupil's general education in a pluralistic society*

## SKILLS

The candidate

- is capable of giving grounds for, disseminating and using documents on human rights and the rights of children
- is capable of maintaining the diversity of life stances in cooperation with pupils and parents
- *is capable of critically analysing and applying the school's values*
- *is capable of identifying and discussing professional ethical issues on the basis of ethical theory*

## GENERAL COMPETENCE

The candidate

- has knowledge of and is capable of discussing didactic consequences, challenges and opportunities in a school characterised by linguistic, cultural and religious diversity
- *is capable of identifying and analysing challenges in everyday school life in a pluralistic school and taking advantage of the opportunities this presents*

## **8. English**

### **8.1 The subject in the programme**

English has a unique position as a world language and enables us to take part in the global community. We need English in education, working life and leisure activities in order to develop interpersonal communication and understanding in a world in constant change. The main tasks of the English teacher are therefore to develop both their own and the pupils' linguistic, communicative and intercultural competence.

English is a language subject, a cultural subject and a literary subject. The English teacher shall facilitate English tuition in accordance with relevant research and development work and the current curriculum. English teachers must be confident language models in the classroom and have insight into their own learning strategies. They must lead learning work on the subject in the best interests of a diverse pupil group, from the point where the pupils start year 5 until they become more independent language users toward the end of primary school and at lower secondary school. This means that during the English courses, the teacher students shall gain an insight into how basic skills form an integral part of work on the subject. English teachers must have sound knowledge of how children and young people pick up language and how the subject can be adapted to the age group. They must also have knowledge of the structure of the English language and how texts in English and other forms of cultural expression can be used to promote pupils' language development, innovation and capacity for critical reflection.

### **8.2 English 1**

#### ***Presentation of the course (30 credits)***

English 1 for years 5–10 covers English tuition for the upper primary level and lower secondary school, what characterises the pupils in this age group and their English language development. The course provides an introduction to English didactics, linguistic topics and a range of literature, both fiction and non-fiction, and other forms of cultural expression from the English-speaking world.

The development of his/her own language skills and literary and textual competence are key aspects of the course. The course also deals with varied activities and methods for teaching English in primary and lower secondary school.

#### ***Learning outcomes for English 1***

##### **KNOWLEDGE**

The candidate

- has knowledge of how children and young people learn language
- has knowledge of multilingualism as a resource in the classroom
- has knowledge of the curriculum, national tests and teaching aids for the subject English
- has knowledge of how to acquire vocabulary and of the structures in English from sound to text level
- is familiar with literature and other forms of cultural expression that can be used to

- teach children and young people
- is familiar with research and development work that is relevant to the subject English for years 5–10

## SKILLS

### The candidate

- is capable of using English orally and in writing, confidently and independently
- is capable of planning and leading varied and differentiated learning activities, including digital activities, which promote in-depth learning and development of the basic skills
- is capable of identifying reading and writing difficulties and facilitating adapted education
- is capable of using midway and final assessment to guide pupils in English tuition
- is capable of discussing, orally and in writing, a range of fiction and non-fiction
- is capable of obtaining and facilitating information on social issues and cultural topics for use in teaching

## GENERAL COMPETENCE

### The candidate

- is capable of disseminating relevant subject matter and communicating in English in a manner adapted for pupils in years 5–10
- is capable of reflecting on his/her own learning and teaching practice in light of fundamental ethical values and the school's responsibility for the personal growth of children and young people
- is capable of working independently and together with others on facilitating pupils' learning and development
- is capable of maintaining and developing his/her own linguistic and didactic competence

### **8.3 English 2**

#### *Presentation of the course (30 credits)*

English 2 builds on English 1 and provides greater insight into English didactic issues in the education of pupils in upper primary school (years 5–7) and at lower secondary school. The course covers the further development of the student's own language skills and textual competence. The students will further develop their knowledge of the structure of the language, literature and other forms of cultural expression and social issues in English speaking countries. English 2 provides further experience of using inspirational work methods and activities that promote learning, and greater insight into the choice and use of texts and other learning resources.

## ***Learning outcomes for English 2***

### **KNOWLEDGE**

The candidate

- has extensive knowledge of how children and young people learn language
- has extensive knowledge of multilingualism as a resource in the classroom
- has knowledge of English as a world language and what significance this has for the development of linguistic, communicative and intercultural competence
- has knowledge of key documents and resources for the subject English
- has detailed knowledge of how to acquire vocabulary and of the structures in English from sound to text level
- is familiar with a wide range of literature, films and other forms of cultural expression that can be used in teaching

### **SKILLS**

The candidate

- is capable of using English orally and in writing, confidently and functionally, and in different genres
- is capable of planning, leading and critically assessing varied and differentiated learning activities, including digital activities, which promote in-depth learning and development of the basic skills
- is capable of mapping and assessing basic language skills, implementing adapted education measures and identifying reading and writing difficulties
- is capable of using midway and final assessment to guide pupils in English tuition
- is capable of discussing, orally and in writing, a wide range of fiction and non-fiction
- is capable of obtaining and facilitating information on social issues and cultural topics for use in teaching, in, among other things, interdisciplinary projects
- is capable of finding, understanding, referring to and reflecting on relevant English subject research literature, and of writing academic texts

### **GENERAL COMPETENCE**

The candidate

- is capable of reflecting critically on his/her own learning and teaching practice in light of fundamental ethical values and the school's responsibility for the personal growth of children and young people
- is capable of working independently and together with others on mapping and facilitating pupils' learning and development
- is capable of maintaining and developing his/her own linguistic and didactic competence and contributing to academic development and innovation

## **9. Foreign Languages**

### ***9.1 The subject in the programme***

Foreign Languages is a language subject, a cultural subject and a literary subject, which gives students an opportunity to engage in in-depth study of a foreign language and cultural features of the area in which the language is spoken.

The student shall explore international and multicultural arenas in order to develop intercultural competence. This provides an understanding of other people's ways of life, life stances, values and cultures, which can be applied in other subjects and professional practice as a whole. At the same time, the student gains greater insight into his/her own cultural and linguistic background.

Foreign Languages in the teacher education programme focuses on the students' oral and written language development and the pupils' learning of a foreign language as part of multicultural development and lifelong language learning. The subject encourages research-based and profession-oriented reflection that includes ethical and sound practice.

Foreign language didactics are a key and recurring aspect of the subject, and teaching practice is an important learning arena in the teacher education programme. The students gain sound knowledge on assessment for learning and become good guides for younger pupils' language learning. The work on the school's curriculum and its relationship to the Common European Framework of Reference for Languages forms part of the programme.

After completing the subject in the programme, the foreign language teacher will be a good language role model in the classroom, with good language skills and a good insight into learning strategies. The teacher student shall therefore work throughout the programme on developing his/her communicative competence, both with respect to his/her own learning and for teaching purposes. With regard to the student's own language learning, a stay abroad is recommended during the programme.

### ***9.2 Foreign Languages I***

#### ***Presentation of the course (30 credits)***

In this course, the student's own language skills are emphasised, in particular oral production and interaction, language in context, and language learning strategies. In addition, the student should be able to facilitate the language learning of children and young people.

The foreign language teacher is a reflective language user and language disseminator. By analysing and assessing learning and communication strategies for his/her own language use and in a teacher perspective, the students shall reach a level where they can actively use the language in both oral and written communication. The foreign language teacher shall have an awareness of his/her own, and children and young people's language learning, insight into the differences and similarities between the target language, Norwegian and other languages. The course shall provide knowledge of linguistic and cultural variation in the area of target languages. Inspiring and encouraging pupils to take pleasure in being able to

use a new language through experiences and exploration is another important aspect. Digital tools shall be included in the education in a critical and reflective manner, and shall be linked to teaching practice.

## ***Learning outcomes for Foreign Languages 1***

### **KNOWLEDGE**

The candidate

- is familiar with the target language's sound system and intonation, the language's grammatical structure and insight into cultural conventions on language use
- has knowledge of daily life, traditions, customs, values and cultural expressions in the target language area and in Norway
- has knowledge of language learning theories and children and young people's language learning in a multicultural perspective
- has knowledge of language didactics adapted to the pupil group
- has knowledge of the curriculum, the Common European Framework of Reference for Languages, the European Language Portfolio ages 6–12 and 13–18 and the European Language Portfolio for language teacher students
- is familiar with research and development work that is relevant to the subject of Foreign Languages for years 5– 10

### **SKILLS**

The candidate

- is capable of communicating with good pronunciation and intonation, and of freely using key language structures in oral and written communication
- is capable of understanding long oral and written authentic texts in different genres and media
- is capable of planning, carrying out and assessing foreign language tuition adapted to different pupil groups
- is capable of assessing the use of authentic texts and other learning resources in teaching
- is capable of facilitating different work methods that promote exploration, curiosity and creativity in foreign language learning and in an interdisciplinary perspective
- is capable of using midway and final assessments to guide pupils in their target language skills development
- is capable of carrying out teaching that promotes the pupils' digital competence

## **GENERAL COMPETENCE**

The candidate

- is capable of reflecting on his/her own teaching practice and interaction with others in professional practice
- is capable of facilitating varied and adapted educational activities that motivate the pupils for further language learning and creating good conditions for in-depth learning
- is capable of integrating the basic skills in the subject

### **9.3 Foreign Languages 2**

#### ***Presentation of the course (30 credits)***

Foreign Languages 2 builds on Foreign Languages 1. In this course, work continues on the students' language skills, communication, language in context, language learning strategies and the use of digital tools, as well as cultural and factual knowledge and textual competence. Emphasis is placed on didactic aspects with respect to younger and older pupils.

For the students, this means further developing into reflective language users and language disseminators. The students shall also have a broad understanding of the culture and society of the target language. They shall further develop an analytical and reflective perspective on their own and their pupils' learning. Another objective of this course is to create interest and pleasure in language and language learning in a lifelong perspective both for the students and their future pupils.

#### ***Learning outcomes for Foreign Languages 2***

##### **KNOWLEDGE**

###### **The candidate**

- has detailed knowledge of the target language's sound system, intonation and grammatical structure, and insight into cultural conventions on language use
- has knowledge of the culture, geography, history, social structures, institutions and linguistic features of the target language area
- has knowledge of different genres and media of textual expressions in the target language
- has extensive knowledge of language didactics adapted for years 5–10
- has knowledge of language learning theories and metacognition in a multicultural perspective
- has thorough knowledge of the curriculum, the Common European Framework of Reference for Languages, the European Language Portfolio ages 6–12 and 13–18 and the European Language Portfolio for language teacher students

##### **SKILLS**

###### **The candidate**

- is capable of communicating orally and in writing and freely using key language structures and varied vocabulary in different social situations
- is capable of understanding fiction and other authentic texts in different genres and using different understanding and interpretation strategies
- is capable of facilitating the pupils' exploration of the culture of the target language area in relation to their own culture

- is capable of encouraging pupils to produce different types of texts adapted for different purposes
- is capable of planning and applying different work methods that promote exploration, curiosity and creativity in the foreign language and in an interdisciplinary perspective
- is capable of using midway evaluation as a means of motivating the pupils in their language learning

## GENERAL COMPETENCE

The candidate

- is capable of assessing his/her own teaching practice and interaction with others in professional practice
- is capable of guiding the pupils in the development of learning and communication strategies
- is capable of integrating the basic skills in the language subject
- is capable of using scientific methods to further develop his/her own practice and actively contribute to the work on innovation processes at school

## **10. Christian and other religious and ethical education (CREE)**

### ***10.1 The subject in the programme***

Knowledge of religions, life stances and ethics are important for understanding individuals and society, today and in a historical perspective. Norwegian society is pluralistic, and knowledge about the diversity of life stances, different values, secularisation, migration and globalisation are important in the school and programme subject.

At the same time, Christian faith and tradition have had a particular influence on Norwegian culture and are therefore important aspects of the subject. In primary and lower secondary teacher education, CREE is a general education subject and forms the basis for work on the school's values and social mission, as expressed in the school's statutory paragraph.

The subject covers four main areas: subject didactics, knowledge of Christianity, knowledge of religions and life stances, ethics and philosophy. A subject-didactic perspective is included in all of the main areas, as are ethics and philosophy. The subject builds on topics and perspectives from the areas of religious studies, theology, philosophy and history of ideas, pedagogy and aesthetic topics. The subject is also based on subject-didactic research and interdisciplinary thinking, which are closely linked to teachers' professional practice. CREE teachers shall thus facilitate teaching in accordance with different types of relevant knowledge and the curriculum for the primary and lower secondary subject.

Teaching shall present religions and life stances objectively, and with respect for their distinctive natures, but also in a critical perspective. The student shall develop assessment and action competence appropriate to pupils in years 5–10. The subject shall encourage reflection on the subject matter and on the pupils' own life interpretations and give them insight into different cultures. It shall particularly promote dialogue and tolerance, which require knowledge of the subject, analytical approaches, empathy and cooperation skills.

A CREE teacher must be able to understand the academic point of view of the pupil and be a good discussion partner in matters relating to religion, secular life stances, ethics and philosophy. The teacher must be able to choose subject matter and tasks that promote competence in this area. As future teachers of CREE, the students themselves shall work in an informed and critical manner, but also in an exploratory and creative manner, and by doing so gain the competence they need to teach and lead learning processes in this subject.

The educational institutions must assess the weighting of the three first main areas of CREE in relation to the weighting of the school's curriculum. In CREE 2, a different weighting can be applied on the basis of local considerations, but all of the main areas must be covered to a reasonable extent. It is natural to look at CREE 1 and CREE 2 together for years 5–10 of Primary and Lower Secondary Teacher Education. It is important to be aware of the differences and connection between CREE and the module on religious and ethical education in the subject pedagogy and pupil-related skills.

## **10.2 CREE 1**

### ***Presentation of the course (30 credits)***

The course covers nine main topics; Judaism, Christianity, Islam, Hinduism, Buddhism, other religious diversity, life stances, ethics and philosophy. Other religious diversity can include Sikhism, Baha'i, Jehovah's Witnesses, the Latter Day Saint movement or new religion. In accordance with the weighting of the school subject in years 5–10, the programme subject is based on a systematic, relevant and practical approach, which focuses on the school's work on texts, ethics, aesthetic expressions and comparisons of different movements and forms of religious and life stance practices.

In connection with teaching practice, there will be a particular focus on working on the evaluation of digital resources and other teaching aids, dialogue with and between children and young people and on the development of a tolerant learning and classroom culture.

The students shall become familiar with important research in the subject didactics and in relevant subject areas, particularly in relation to issues linked to modernity, secularisation and criticism of religions and life stances, and also with the cultural conditions that form the backdrop to young people's upbringing that are crucial to their general education.

In philosophy, emphasis is placed on the history of modern philosophy, while in ethics, priority is given to selected topics from the pupil-oriented field of ethics for this age group. The work on the basic skills is mainly linked to the development of oral and written proficiency, with emphasis on the ability to argue and give grounds.

### ***Learning outcomes for CREE 1***

#### **KNOWLEDGE**

The candidate

- has knowledge of the school curriculum and the development of the subject of religious and ethical education in Norway
- has knowledge of didactic challenges that are unique to the subject and of different didactic approaches and research traditions in the school subject and programme subject
- has knowledge of and is familiar with the use of texts, narratives, festivals, teachings, rituals and other practices, ethics and aesthetics in religions and life stances
- has knowledge of a range of Christian denominations and the history of Christianity with emphasis on the period after the reformation and the work on

historical subjects at school

- has knowledge of the history of philosophy with emphasis on modern history and the challenges linked to the work on philosophical issues in the subject
- has knowledge of pluralisation, secularisation and criticism of religion and life stances as a teaching topic and background information for other parts of the subject
- has knowledge of basic ethics and the role of basic ethics as a background for understanding ethical and moral dilemmas

## SKILLS

The candidate

- is capable of planning, carrying out and assessing CREE teaching in the subject as a basis for pupil-oriented assessment that helps to develop all the pupils
- is capable of using a variety of work methods in which the basic skills are integrated
- is capable of applying basic ethical theories to professional ethics topics and pupil-oriented fields of ethics
- is capable of identifying and dealing with challenges linked to how the school and the pupils address life stance diversity and ethical diversity
- should be capable of leading philosophical discussions that unite pupil groups in exploratory fellowship
- is capable of cooperating with pupils, colleagues, parents/guardians and participants in the local community

## GENERAL COMPETENCE

The candidate

- is capable of discussing the significance of religion and life stance to the individual and society as a whole
- is capable of explaining his/her view of what being a CREE teacher entails
- is capable of explaining and taking a stance on ethical issues that apply to the school and pupils
- is capable of critical reflection on the school subject and disseminating research on children, religion and life stance

## **10.3 CREE 2**

### *Presentation of the course (30 credits)*

CREE 2 provides a more in-depth look at all the four main areas, in part on topics and perspectives from the curriculum for primary and lower secondary education, in part on topics or perspectives chosen by the educational institution or student. CREE 2 shall also provide an in-depth look at work with older children (years 5–7) and young people (years 8–10) and how they learn the subject.

In connection with teaching practice, students shall work on local curricula and assessments that promote learning and development in the subject and work will particularly focus on challenges linked to learning-oriented assessments in issues relating to attitudes and faith.

The programme places emphasis on the use of aesthetic work methods and digital resources in the subject. The work on early religion and philosophy history and on classical ethics and philosophy topics is important. Students shall work on issues linked to source criticism, criticism of religions and life stances, and on comparisons. Where relevant to schools, this also applies to research on minorities, modernity and secularisation. A certain emphasis will also be placed on issues linked to young people and identity and on the relationship between religion, life stance and culture.

### *Learning outcomes for CREE 2*

#### **KNOWLEDGE**

The candidate

- has extensive knowledge of Christian texts and on local and global Christian diversity
- has extensive knowledge of a range of texts and relevant perspectives on religions, religious movements and secular ideologies and on the work on this at school
- has knowledge of the history of philosophy, with emphasis on early history, and the challenges linked to the work on philosophical issues in the subject
- has knowledge of key ethical and philosophical issues such as radicalisation, sexual orientation, freedom of expression, climate issues and the preoccupation with body image in children and youth culture
- has knowledge of how aesthetic work methods can help to promote learning,

- motivation and variation in the work on the subject
- has extensive knowledge of research on children and young people in relation to religion, life stances and ethics

## SKILLS

### The candidate

- is capable of providing a thorough explanation of texts and source criticism, of different practices and diversity and relevant perspectives in Christianity and other selected traditions (cf. the introduction on local choices)
- is capable of preparing teaching arrangements that use aesthetic work methods and digital tools
- is capable of discussing philosophical and ethical issues on the basis of different religious, life stance and ideological perspectives
- is capable of independent reflection on different work methods used in the school subject
- is capable of discussing local curricula and developing drafts of such curricula

## GENERAL COMPETENCE

### The candidate

- has extensive knowledge of religions, life stances and ideologies, and is capable of using the knowledge in different ways at school in general
- has extensive knowledge of relevant philosophical and ethical issues and is capable of using this knowledge in different ways in relation to and outside the school subject
- is capable of discussing and using the basic CREE proficiencies

## **11. Physical Education**

### ***11.1 The subject in the programme***

The subject physical education in the primary and lower secondary teacher education programme for years 5–10 shall qualify students to teach physical education from year 5 through primary and lower secondary education.

Teaching of the subject shall be integrated, research-based and profession-oriented. It is based on physical education being a general education subject and shall be linked to the field of practice. The subject shall provide the student with the academic, pedagogical and subject-didactic competence necessary to work on the basis of the applicable curriculum, develop the subject for the future, and address the physical dimensions of being human.

The student shall acquire knowledge of and experience in teaching different movement environments that are relevant for years 5–10. Knowledge of what promotes physical learning, positive self-understanding, health, and the joy of movement are key factors. The subject shall strengthen professional identity and the student's work on diversity and multiplicity at school. It shall develop the student's teacher competence, individually and in cooperation with others.

### ***11.2 Physical Education 1***

#### ***Presentation of the course (30 credits)***

The course provides an introduction to being a physical education teacher for years 5–10 in primary and lower secondary education. Emphasis is placed on teaching competence in sport and movement activities, outdoor activities, games and dance, and new forms of movement in child and youth culture. Knowledge of how physical education contributes to the pupil's overall development is a key aspect of the course.

Subject didactics in the course are based on a practical approach. The students get to try different types of activities and varied teaching in physical education, and reflect on how this can promote physical learning, positive self-understanding, health and joy of movement for all pupils. Collaboration with the practice school is important in order to achieve the objectives of this course. The subject-specific competence is acquired through practical and theoretical tuition and teaching practice.

#### ***Learning outcomes for Physical Education 1***

##### **KNOWLEDGE**

The candidate

- has knowledge of physical education's objectives, distinctive nature and legitimacy and connections to other school subjects
- has knowledge of what promotes the joy of movement for pupils
- has knowledge of planning, carrying out and assessing teaching in physical

education

- has knowledge of assessment in physical education
- has knowledge of sports and movement activity, outdoor activities, games, dance and new forms of movement in child and youth culture
- has knowledge of the preconditions for learning based on the pupil's growth and development
- has knowledge of the body as a symbol in society today, with emphasis on how this is expressed in child and youth culture

## SKILLS

The candidate

- is capable of planning, carrying out and assessing physical education teaching on the basis of legislation, the applicable curriculum and professional-ethical guidelines
- is capable of facilitating learning work that can promote joy of movement in games, activities in the local community and varied forms of movement
- is capable of assessing the pupil's physical learning and preconditions as a basis for adapted education and feedback that promotes learning
- is capable of developing and using his/her own skills in and knowledge of games, outdoor activities, dance, sports and other movement activities with regard to teaching physical education
- is capable of exploring his/her own physical expressions and leading and carrying out creative processes in which movement experience and reflection are key aspects
- is capable of assessing the pupil's goal achievement, explaining his/her assessments and facilitating the pupil's self-assessment
- is capable of identifying hazards, and of assessing and addressing the pupils' safety in different activities and movement environments
- is capable of teaching swimming to years 5–10 and performing life-saving first aid and life-saving in water
- is capable of including the basic skills in teaching on the subject's terms

## GENERAL COMPETENCE

The candidate

- is capable of discussing how physical education can contribute to the pupil's general education
- is capable of communicating with pupils, parents/guardians and colleagues about physical education
- is capable of working on physical education and movement activity in an interdisciplinary perspective

## **11.3 Physical Education 2**

### ***Presentation of the course (30 credits)***

The course builds on Physical Education 1. Through the work on Physical Education 2, the student shall increase his/her practical didactic competence and further develop independent and academic reflection on teaching and learning in physical education. The course includes knowledge and experience of research and development work in physical education. Physical education is further elucidated and discussed in an interdisciplinary context and linked to diversity and multiplicity of the pupil group at school. The course also includes knowledge of the body in movement and the training principle for children and young people.

### ***Learning outcomes for Physical Education 2***

#### **KNOWLEDGE**

The candidate

- has knowledge of subject-didactic research in physical education
- has knowledge of assessment and documentation of learning in physical education
- has knowledge of physical education and physical learning in an interdisciplinary perspective
- has knowledge of the concept of fair play and respect for others in connection with physical education
- has knowledge of movement environments, training and training principles suitable for pupils
- has knowledge of the body in movement, particularly with respect to learning movement activities

#### **SKILLS**

The candidate

- is capable of interdisciplinary work based on physical education
- is capable of assessing subject-didactic issues and using relevant theories and research to improve teaching of physical education
- is capable of planning, carrying out and assessing development work linked to his/her own teacher competence and teaching of physical education

#### **GENERAL COMPETENCE**

The candidate

- is capable of contributing to new ideas and innovation in the subject physical

- education and to school development on the basis of physical education
- is capable of working on diversity and multiplicity in physical education and reflecting on the content of the subject and its role in a multicultural school
  - is capable of exercising professionalism as a physical education teacher

## **12. Arts and Crafts**

### ***12.1 The subject in the programme***

Arts and crafts in primary and lower secondary education is a general education subject, which through different aesthetic learning processes shall give the pupils the opportunity to acquire and make use of visual and physical sensory forms of expression that represent our cultural heritage. The subject in the teacher education programme covers design, art and architecture. The subject ranges from practical creative work, professional practice, and subject theory to applicable curricula. Particular emphasis is placed on ensuring that there are clear relationships between the student's own insight into the subject and his/her competence in planning, carrying out and assessing the school subject arts and crafts.

The subject shall provide a basic understanding of learning in practical, exploratory and sensory communication fields. Cultural diversity shall be addressed through openness in the field's creative and artistic forms of expression. Knowledge of the subject's identity-defining nature shall address the cultural experiences that students and pupils bring with them to the subject. The subject shall absorb cultures' current and former forms of expression, across national borders. The subject shall provide an insight into the relationship between quality and consumption, nature and culture, and its distinctive nature shall be used to establish cooperation across subjects. Through practical creative work and reflection, the student shall develop knowledge of the didactic opportunities found in craft-related and artistic language forms. The subject shall promote the student's critical awareness and willingness to be an active co-creator of culture in our age. At all levels, the work shall include research-based knowledge and experience linked to the activity and forms of cognition we find in the subject, in the applicable curricula for primary and lower secondary education and in the field of practice.

Knowledge of the pupils' lifeworld and forms of expression and learning shall help the student to develop the ability to use pupil-active, exploratory work methods that encourage academic inventiveness, problem solving, mastery, the capacity to see things through, and sustainable environmental thinking. After completing the education programme, the student shall be familiar with basic skills in the subject, and be able to work in a well thought-through and responsible manner on planning and adapting the pupils' learning.

### ***12.2 Arts and Crafts 1***

#### ***Presentation of the course (30 credits)***

Arts and crafts 1 provides an introduction to design, architecture and art. The student shall gain experience of varied work methods and of crafts in different materials and media linked to the applicable curriculum for years 5–10 at primary and lower secondary school. Work in workshops concerns the use of materials and insight into analogue and digital production methods. The programme shall enable the student to develop his/her ability to understand how the message can be communicated visually and through materials. Subject didactics and professional practice are an integral part of the work. Emphasis is placed on the subject's relevance and legitimacy as a general education subject at school, and on the theory developed in the subject.

The programme prepares the student for his/her career through practical exercises

related to the subject's scientific perspectives and methods. The student's own experience in the subject shall ensure they develop into good guides for pupils in their creative processes and provide knowledge in forms of learning and support that promote the pupils' academic development.

### ***Learning outcomes for Arts and Crafts 1***

#### **KNOWLEDGE**

The candidate

- has knowledge of relevant materials, techniques, tools and aesthetic aids
- has knowledge of how analogue and digital forms of expression in design, architecture, art, and crafts can be interpreted and used as a basis for young people's creative work
- has knowledge of the relationship between nature, cultural forms of expression, values, quality and ethics
- has knowledge of the applicable rules on copyright, protection of privacy and source criticism also in relation to the use of pictures and other visual resources

#### **SKILLS**

The candidate

- is capable of working purposefully on idea development, documentation and assessment of his/her own creative processes
- is capable of disseminating diversity in local and global art and design history in a variety of methods and encouraging holistic thinking and environmental awareness
- is capable of disseminating his/her choices of sources of inspiration, work methods, aids, materials, techniques, tools and teaching aids
- is capable of using and maintaining tools, apparatuses and machinery, and taking responsibility for the working environment and safety in the workshops (HSE procedures)
- is capable of using drawing both as a form of communication and as a tool in draft work, concept development and work drawings of a certain scale
- is capable of using the subject's content, work methods and theory to plan and carry out teaching and learning-oriented assessment in a manner that also addresses the five basic skills
- is capable of organising exhibitions of pupils' work and other means of making the subject visible in different arenas

## GENERAL COMPETENCE

The candidate

- is familiar with experience-based forms of learning and has insight into how independent studies and creative work methods can help to solve different design-related issues
- is capable of using pupil diversity as a basis for adapted education
- is capable of explaining how the choice of materials, work methods and topics contribute to reuse, maintenance and consideration for the environment
- is capable of inviting other subjects to take part in practical, theoretical and didactic cooperation and generating interdisciplinary and scientific exploratory work methods and forms of understanding
- is capable of explaining how creative work with materials challenges the senses, stimulates feelings, requires concentration and activates the body

## **12.3 Arts and Crafts 2**

### **Presentation of the course (30 credits)**

Arts and Crafts 2 builds on Arts and Crafts 1, and shall contribute to in-depth knowledge of practical work and skills in workshops with pertaining subject-didactic reflection. The course provides greater insight into the subject's visual and material cultural basis. Through the programme, the student shall further develop his/her own analogue and digital skills in the subject and acquire experience of a range of materials, work methods and ways of thinking. To a significant extent, the student is challenged to learn in interaction with others. The relationship between the curriculum for years 5–10 and professional practice is problematised through critical investigation of practice and tasks, focusing on teaching, guidance and assessment. Exploratory work shall promote students' learning, independence, inventiveness, analytical skills, capacity to see things through, and critical reflection. The introduction to theory of science and research methods shall contribute to the development of the student's independence, analytical ability and critical reflection.

### ***Learning outcomes for Arts and Crafts 2***

#### **KNOWLEDGE**

##### **The candidate**

- has knowledge of analogue and digital platforms for dissemination and communication in relation to the lifeworld of young people
- has knowledge of idea development and of how his/her own creative processes can form the basis for reflection and development work on relevant research methods, and forms of assessment and presentation
- has knowledge of children and young people's forms of learning and cognition, artistic style, cultural identity and creative ability
- has knowledge of the main movements in crafts, design, architecture and art, in different cultures through the ages, including in our own time, and of the communication found in such visual, tactile and three-dimensional expressions
- has knowledge of how light, space and colour influence learning and the expedient organisation of workshops and the rest of the school's outdoor and indoor environment

#### **SKILLS**

##### **The candidate**

- is capable of using the properties and qualities of materials and media, demonstrating insight into his/her own creative processes and applying this insight in teaching and development work
- is capable of applying digital tools in visual communication and as a tool in work on surfaces, layouts and different fonts

- is capable of disseminating, analysing and assessing design, architecture and art in relevant local and global art and cultural history contexts
- is capable of explaining and demonstrating how computation and geometry can be used and defined within the distinctive nature of the subject
- is capable of planning and facilitating learning in arts and crafts on the basis of the pupils' lifeworld in ways that address adapted education and promote cooperation, democracy and equality
- is capable of using specialist language, assessing the quality of textbooks and teaching aids and staying up to date with relevant literature and research in the field

## GENERAL COMPETENCE

The candidate

- is capable of guiding, stimulating and adapting education to the pupils' experience, creative courage and metacognition, and encouraging inventiveness and reproductive work in accordance with global and local challenges
- is informed about relevant research in the field and is capable of using the applicable curricula for primary and lower secondary education as a basis for development work in the field with a research-based and ethical approach
- demonstrates a willingness to change and engagement in continuous academic self-improvement and is motivated to develop the school's academic, pedagogical and physical environment

## **13. Mathematics**

### ***13.1 The subject in the programme***

Mathematics teachers shall facilitate mathematics tuition in accordance with relevant research and the applicable curriculum. The programme is experience and research-based, and is strongly related to practice. Mathematics teachers must be able to analyse the pupils' mathematical development, be good mathematics guides and discussion partners, and be able to select and make good mathematical examples and tasks that promote all the pupils' mathematical competence, creativity and positive attitude to mathematics. As a future mathematics teacher, the student shall work in an exploratory and creative manner with the subject.

Mathematical language and thinking is developed through activities that promote reasoning, argumentation and explanation. Mathematics teachers must be able to carry out and understand mathematical processes and arguments, and analyse suggestions from others with regard to durability and potential. The student shall have a reflective understanding of the mathematics the pupils are to learn and be able to make the subject accessible to all the pupils.

The use of different representations is necessary in order to make mathematical terms and ideas accessible to pupils. In order to develop mathematical understanding and problem-solving ability, the pupils need to work on contexts and transitions between different representations. The student shall facilitate pupils' work on different representations.

Meaningful mathematical discussion is a key aspect of developing mathematical understanding. Through conversations and discussion, teachers can include all pupils in mathematical reasoning and argumentation, stimulate critical mathematical thinking and discuss the role of mathematics in society. The students shall facilitate meaningful mathematical discussions with and between pupils.

Teachers shall invite pupils to share their mathematical thinking, and listen to and assess it with regard to the development of mathematical competence. Teaching shall be facilitated based on the pupils' different needs, where cultural, linguistic and social backgrounds must both be taken into consideration and seen as a resource in the teaching. As a future mathematics teacher, the student shall support the pupils in their self-belief and that through hard individual and collective work, they can develop an understanding of mathematical ideas and contexts.

### ***13.2 Mathematics I***

#### ***Presentation of the course (30 credits)***

In mathematics 1, students work on mathematics didactics and mathematical topics that are relevant for everyone set to teach mathematics to years 5–10. An important aspect of the course is the work on developing the numeral concept from whole figures to rational and real numbers and the pertaining development of varied strategies for working with numbers and

arithmetic operations. Different aspects of fractions, the relationship between fractions, decimals and percentages, and the connection to proportionality are studied in depth. The work on different representations for fractions and reasoning strategies linked to fractions and ratios is particularly important, as is how pupils develop an understanding of the concept of proportionality. The course also looks in depth at different aspects of algebra. Work on different aspects of geometry and measurement and on statistics and probability are also important in the course.

### ***Learning outcomes for Mathematics 1***

#### **KNOWLEDGE**

The candidate

- has in-depth knowledge of the mathematics pupils work on in years 5–10
- has knowledge of mathematical learning and development processes and how to facilitate pupils to take part in such processes
- has knowledge of interaction patterns, communication and the role of language in learning mathematics, and different views on learning mathematics
- has knowledge of different representations and the significance of the use of and transitions between representations for pupils' learning
- has knowledge of how the basic skills contribute to the development of mathematical competence
- has knowledge of the use of different teaching aids, both digital and other aids, and the possibilities and limitations of such aids
- has knowledge of the historical development of mathematics, particularly the development of numerical concepts and numerical systems
- has knowledge of the content of the mathematics subject in the different years of primary and lower and upper secondary education, and of the transitions between primary and lower secondary and between lower and upper secondary education

#### **SKILLS**

The candidate

- is capable of planning, carrying out and assessing mathematics teaching for all pupils in years 5–10 with the focus on variation and pupil activity
- is capable of using work methods that promote pupils' sense of wonder, creativity and ability to work systematically on exploratory activities, reasoning and argumentation
- is capable of communicating with pupils, listening to, assessing and using pupils' input and stimulating pupils' mathematical thinking
- is capable of analysing and assessing pupils' ways of thinking, argumentation and problem-solving methods based on different perspectives on knowledge and learning
- is capable of adapting education to pupils' different needs by choosing and using mapping tests and different methods of observation and assessment
- is capable of assessing the pupils' goal achievement with and without grades and providing grounds for his/her assessments and providing feedback that promotes

- learning in future work
- is capable of preventing and identifying learning difficulties in mathematics and adapting mastery in pupils with different types of learning difficulties in mathematics

#### GENERAL COMPETENCE

The candidate

- has insight into the mathematics subject's significance as a general education subject and its interaction with other subjects, culture, philosophy and the development of society
- has insight into the mathematics subject's significance for the development of critical democratic competence

### **13.3 Mathematics 2**

#### ***Presentation of the course (30 credits)***

In this course, the student will study some of the mathematics didactics and mathematical topics from Mathematics 1 in depth. There is a greater focus on research than in Mathematics 1.

#### ***Learning outcomes for Mathematics 2***

#### KNOWLEDGE

The candidate

- has knowledge linked to different forms of mathematical proof and argumentation and the development of mathematical theory
- has knowledge of mathematical analysis and can relate this knowledge to the mathematical content for years 5–10
- has knowledge of methods used in mathematics didactics research

#### SKILLS

The candidate

- is capable of disseminating specialist knowledge on a selected mathematics didactics and/or mathematical topic relevant for years 5–10
- is capable of performing simple mathematics didactics surveys
- is capable of assessing the pupils' learning in the subject as a basis for facilitating teaching and adapted education
- is capable of using varied teaching methods based on theory and his/her own practice
- is capable of working systematically and, on the basis of theory, mapping learning difficulties in mathematics and education adapted to pupils with learning difficulties

in mathematics

## GENERAL COMPETENCE

The candidate

- is capable of initiating and leading development work linked to teaching mathematics
- is capable of participating in and contributing to R&D projects and other cooperation projects with a view to improving teaching practice in the mathematics subject

## **14. Food and health**

### ***14.1 The subject in the programme***

The food and health subject has an important social mission in the work on promoting good health and social well-being and reducing the social differences in the health of children and young people. Teachers of this subject shall facilitate tuition in food and health in accordance with relevant research and development work and the applicable curriculum. The school constitutes an important food arena for the pupil's education on food and includes both the subject food and health and school meals. Teachers of food and health will also be a resource for the school's work on food and meals.

The subject food and health in primary and lower secondary education is a practical and aesthetic subject that aims to provide an academic and didactic basis for qualifying the student to teach food and health at primary and lower secondary school. Education in the subject shall be profession-oriented and innovative, and build on research-based knowledge and practical experience. During the programme, the student shall develop competence in aspects of the subject that promote health and cultural and environmental aspects, with emphasis on public health and life mastery, sustainable development and multicultural society. The student shall also recognise the subject's potential for interdisciplinary cooperation and for aesthetic experiences with food. The programme focuses on pedagogical and subject-didactic competence through didactic reflections and varied work methods. By acquiring practical cooking skills, the student gains competence in making safe food and the use of work methods that promote the pupils' sense of wonder, creative abilities, motivation and ability to work systematically on issues relating to the field. Through involvement and reflection, the subject provides the possibility for in-depth learning and progress.

The subject shall provide the student with knowledge about how meals form a part of our general education and how meals contribute to developing social and cultural competence. The students shall acquire academic, pedagogical and subject-didactic competence that enables the pupils to act as responsible consumers with respect to food, and to choose food that promotes their health.

Education in food and health shall prepare the student for a teaching role that promotes learning and develops competence in the subject, and that builds on the basic skills included in the subject's competence goals. It shall also provide students with the academic and subject-didactic competence to work on the basis of applicable governing documents and develop the subject for the future. The students shall also acquire competence in teaching elective subjects based on food and health.

### ***14.2 Food and health 1***

#### ***Presentation of the course (30 credits)***

The course covers planning, carrying out and assessing learning work in the subject food and health for years 5–10 of primary and lower secondary education. Emphasis is given to a health-promoting diet and to the significance of food and meals for reducing social

differences in health. The course shall place emphasis on practical cooking and other pupil-active forms of learning in food and health, and facilitate further development in the field.

### ***Learning outcomes for Food and health I***

#### **KNOWLEDGE**

##### **The candidate**

- has knowledge of the subject's history and the key documents governing it
- has knowledge of foodstuffs, the preparation of food and kitchen hygiene
- has knowledge of what promotes general education on food and health-promoting, sustainable and ethical food consumption
- has knowledge of cultural variation in food and meals
- has knowledge of important dietary challenges for children and young people and how the school can facilitate a diet that promotes health
- has knowledge of how didactic planning models can be used to plan, carry out and assess the pupils' learning in food and health

#### **SKILLS**

##### **The candidate**

- is capable of planning, carrying out and assessing tuition in food and health, with and without grades, with respect to the pupils' different needs, and give grounds for academic and didactic choices
- is capable of using different cooking methods to make food with the focus on health, cultural diversity and sustainable consumption
- is capable of making safe food and reducing food waste and contamination of food
- is capable of using digital tools and media in teaching
- is capable of critically assessing dietary information and teaching material in relation to existing research
- is capable of using specialist language and finding, applying and assessing research-based knowledge of relevance to the subject food and health

#### **GENERAL COMPETENCE**

##### **The candidate**

- is capable of seeing the subject food and health in a contemporary and social perspective, and understanding how the subject can contribute to reducing social differences in health
- is capable of understanding, exercising and developing his/her own professionalism as a teacher of food and health, and has insight into relevant

- academic and professional-ethical issues
- is capable of using the subject food and health as a learning environment and general education arena

## **14.3 Food and health 2**

### ***Presentation of the course (30 credits)***

The course builds on Food and health 1, and, in this course, the student shall further develop his/her pedagogical and subject-didactic competence by reflecting on and critically assessing teaching and R&D work on the subject food and health. The course elaborates on food and meals' cultural and environmental dimensions, and how food and meals are included in different aspects of the school's activity. The student shall acquire academic skills and assess the subject food and health in a further social context. The course shall provide broad experience of student-active forms of learning linked to food and meals.

### ***Learning outcomes for Food and health 2***

#### **KNOWLEDGE**

##### **The candidate**

- has knowledge of children and young people's role as food consumers and how food and meals form part of their identity development and socialisation
- has knowledge of factors that create variation in food culture
- has knowledge of how the food system and consumers can affect each other
- has knowledge of the effect of diet on health and strategies for the implementation of dietary measures that promote health
- has knowledge of entrepreneurship and innovation in the subject food and health
- has knowledge of how new knowledge is converted into national dietary recommendations

#### **SKILLS**

##### **The candidate**

- is capable of addressing food traditions and applying innovative skills in creative work with pupils
- is capable of mastering and applying sensory expressions in practical cooking and facilitating aesthetic experiences with food and meals
- is capable of critically assessing new knowledge on diet and claims about diet and health in different media
- is capable of facilitating creative learning activities that contribute to reflective food choices in accordance with the dietary recommendations and that take cultural and social contexts into consideration
- is capable of using theory of science and relevant methods to plan, carry out and report research and development projects linked to his/her own teacher competence and teaching of food and health

## **GENERAL COMPETENCE**

The candidate

- is capable of assessing health-related, cultural and environmental perspectives on food and meals
- is capable of implementing governing documents of relevance to the subject food and health and school meals
- is capable of keeping up to date with the field and reflecting on his/her own food and health teaching practice
- is capable of taking responsibility for local curriculum work at upper primary and lower secondary level and contributing to innovation and further development of the subject food and health
- is capable of operating the kitchen in which the subject food and health is taught

## **15. Music**

### ***15.1 The subject in the programme***

The objective of the subject music in primary and lower secondary education is to give all pupils a musical education that allows them to actively take part in music, through playing music, composing and listening. In the music programme in the teacher education programmes for primary and lower secondary education, emphasis is placed on creating a good connection between the teacher student's own musical development and his/her subject-didactic competence in planning, carrying out and assessing music teaching.

It shall provide basic insight into music as a performing, creative and listening subject, aesthetic learning processes and creativity, Norwegian and international musical heritage, music as a multicultural social phenomenon and as a form of expression that creates identity. It shall provide a basis for the students' general education and academic growth and enable them to actively participate in cultural and academic development and the development of the school in their future profession. The work on the subject at all levels covers research-based knowledge and experience linked to the forms of activity and cognition we find in the applicable curricula for the subject music in primary and lower secondary education and in the field of practice. The programme shall provide a basis for musical cooperation with other subject areas and bodies other than the school. The development of the performing, personal and artistic aspects of the subject music require practice and maturation over a long period and are therefore important at all levels.

The subject shall familiarise students with the progress of musical learning, the music of youth culture, media and technology, and with the further development of basic skills and competencies, as worded in the applicable curriculum for music in primary and lower secondary education. The subject shall develop the student's ability for communication and personal expression.

### ***15.2 Music I***

#### ***Presentation of the course (30 credits)***

The course comprises the following main components: Basic experience-based education in performing, listening and creative activity, the music of youth culture, media and technology and an introduction to the subject of music at school, as worded for years 5–10 in the applicable curriculum.

The subject-didactic parts of the programme are particularly aimed at music teachers' work with pupils' academic learning in years 5–10. The teaching materials and work methods in the teaching practice shall also provide the students with skills, knowledge and experience that ensures that they are familiar with the music of youth culture.

## ***Learning outcomes for Music 1***

### **KNOWLEDGE**

The candidate

- has knowledge of the history and role of the subject music in society, curricula in the subject and the history of music curricula
- has research-based knowledge of learning, aesthetic and creative learning processes and different approaches to progress in teaching music
- has knowledge of the music of youth culture, media and technology
- has knowledge of the music teacher as leader and facilitator of music teaching
- has knowledge of analogue and digital learning resources and learning materials for the subject music, and can assess these critically
- has knowledge of a wide range of music from different cultures, genres and historical periods, and of how music is used and integrated in different social contexts and media
- has knowledge of different concepts and specialist terminology that enables students to understand and analyse music and write notes

### **SKILLS**

The candidate

- is capable of singing and using his/her voice in a variety of ways, of providing accompaniment and expressing him/herself musically on different instruments
- is capable of dancing with and to music and masters a range of traditional and modern dances from different cultures for use in teaching music
- is capable of listening actively to a wide range of music from different genres, periods of history and different cultures and demonstrating knowledge of this music through verbal, written and other forms of expression
- is capable of improvising and composing music with his/her voice, musical instruments and technological music tools
- masters different approaches to progress in the subject and to the further development of basic skills and competencies in the school subject music
- is capable of leading processes in playing music, composing and listening for pupils
- is capable of planning, using and assessing varied work methods, and forms and methods of assessment that contribute to adapted music education

### **GENERAL COMPETENCE**

The candidate

- is capable of carrying out whole courses of teaching and reflecting on the

connections between goals, content and forms of assessment in the subject music

- is capable of initiating cooperation and facilitating musical learning in multidisciplinary project work
- has insight into the role of music in creating identity, as a communication medium and cultural expression in daily school life and in a society characterised by diversity
- is capable of stimulating pupils' ability and willingness to explore, create, experience, express and reflect

## **15.3 Music 2**

### ***Presentation of the course (30 credits)***

The course builds on Music 1, and comprises the following main components: General education in musical leadership, further development of performing, creating and listening activities, introduction to different aspects of music, culture and society and an introduction to research and development work in music. The programme covers how the subject music can contribute to learning, personal growth and the general education of year 5–10 pupils.

Music 2 otherwise looks at the school as a learning environment and learning fellowship in a culturally diverse society. Key topics are cultural and musical fellowship and learning in formal and informal arenas and different forms of cooperation between primary and lower secondary schools and cultural institutions. The teaching materials and work methods in the teaching practice shall also provide the students with skills, knowledge and experience that ensures they are very familiar with the music of youth culture.

Music 2 provides an introduction to Norwegian and international research-based knowledge linked to music education for pupils.

### ***Learning outcomes for music 2***

#### **KNOWLEDGE**

##### **The candidate**

- has knowledge of basic literature and relevant debate on the school subject music and music as a scientific and artistic subject
- has extensive knowledge of the music of youth culture, media and technology and the relationship between formal and informal learning of music
- has knowledge of the features of a diverse and inclusive learning environment and of fellowship for musical learning
- has knowledge of different genres and style ideals in the areas of improvisation, composition and arrangement
- has knowledge of the relationship between music and emotional and social competencies and between music and the further development of basic skills
- has research-based knowledge of music education and knowledge of research and development work methods in music
- 

#### **SKILLS**

##### **The candidate**

- is capable of planning, leading, carrying out and assessing different learning processes in music
- is capable of reflecting on and discussing the role of music in a diverse society

- is capable of discussing the role of informal education arenas for music and dance education for pupils and the potential effect of such experiences on music education at school
- is capable of performing a varied repertoire of music at school, alone and in interaction with others
- is capable of using pitch-based skills to understand, analyse, create and perform music
- is capable of creating his/her own music using acoustic and digital instruments and adapting musical material for different performance purposes and for teaching music and learning processes
- is capable of assessing and analysing music based on aesthetic and cultural theory
- is capable of carrying out an independent subject-didactic research and development work that builds on basic research ethical principles

## GENERAL COMPETENCE

The candidate

- is capable of facilitating pupil assessment that builds on academic considerations and research-based knowledge on assessment and communicating the basis for the assessment to others
- is capable of planning, carrying out and assessing a holistic music education in accordance with the applicable curriculum for primary and lower secondary education, and discussing how cooperation with different external bodies can strengthen the learning process in music
- is capable of contributing to academic change processes by placing emphasis on innovation, change and flexibility in his/her own role as teacher

## **16. Natural Science**

### ***16.1 The subject in the programme***

The field of natural science and technological innovations have been and are a basic precondition for the development of our civilisation. The subject natural science forms the basis for seeing the field of natural science's world view as a cultural product, where observations, experiments, discussion and theories gradually change our cognition. Society and the environment currently face challenges in which natural science knowledge will play a crucial role both at a national and global level. Education for sustainable development requires primary and lower secondary teachers who have knowledge about local and global environmental and climate challenges. They must be able to facilitate learning that promotes pupils' joy in nature and sense of responsibility, which is gradually developed into knowledge and engagement for the environment. The subject shall demonstrate that the field of natural science and technological assessments are based on ethical values and ideals.

The subject natural science shall provide an academic and subject-didactic basis for teaching natural science to years 5–10 at primary and lower secondary school. The education shall be linked to the field of practice and provide the student with a basis for, on their own and together with others, developing their knowledge and work methods. The programme shall provide the student with experience of basic skills, varied work methods and didactic reflection that links research, theory/subject study and practice. As future natural science teachers, the students shall also develop awareness and knowledge of the key ideas in and about the field of natural science, and learn how they can gradually help pupils at upper primary and lower secondary level to understand these ideas. The programme shall provide the student with knowledge of the subject natural science and the field of natural science's methods and ways of thinking. An important element in thinking scientifically is understanding dimensions in nature, both physical dimensions and the time scale of phenomena. The principles of exploratory work methods are important, particularly with respect to the future needs of society for inhabitants who are more creative and have a greater capacity for innovation, problem solving and critical thinking. The student shall acquire research-based knowledge of exploratory teaching and learning and skills in how to work in an exploratory manner with pupils in upper primary and lower secondary education.

Emphasis is placed on research-based knowledge of pupils' academic development at upper primary and lower secondary level. Teachers of primary and lower secondary education shall be able to base planning and teaching on the pupils' everyday experiences, and use local and nearby arenas in a manner that demonstrates subject matter in practice and supports the development of the natural science language. The use of a number of learning arenas contributes to varied practice, more natural science experiences and better insight into the relevance of the subject for society. Teachers of years 5–10 of primary and lower secondary education shall be able to plan and carry out teaching as an integrated subject adapted for all pupils. The teacher shall also be able to address multicultural perspectives in the teaching of natural science and contribute to respect for Sami and other indigenous people's traditional knowledge about nature and use of natural resources.

As future teachers of natural science, the student shall be able to help the pupils to develop

their understanding of natural science contexts so that the subject is perceived as comprehensive and significant for society. This means supporting the pupils' self-belief and their ability to develop understanding through hard individual and collective work.

## **16.2 Natural Science 1**

### ***Presentation of the course (30 credits)***

The course shall make the students confident in key areas of the subject natural science for years 5–10. Emphasis is placed on developing knowledge and competence that ensure the pupils' progress in fundamental elements of natural science, and that provide a basis for further academic development. Significant features of this competence is the ability to further develop pupils' conceptualisation, exploration and natural science language and to train pupils to systematise, analyse, argue for and against, and communicate results. The subject must be seen in the context of didactics.

### ***Learning outcomes for Natural Science 1***

#### **KNOWLEDGE**

##### **The candidate**

- has research-based knowledge of pupils' learning of natural science and how to facilitate conceptualisation and the development of natural science language at upper primary and lower secondary level
- has knowledge of how to carry out dialogue-based teaching about the human body, sexuality and health for upper primary and lower secondary pupils
- has knowledge of the importance of focusing on life processes in cells and the cell structure of species and groups of organisms adapted to live in Norwegian nature
- has knowledge of how to teach ecology and sustainable development through interdisciplinary teaching and using a variety of indoor and outdoor learning arenas
- has knowledge of the use of the particle model to demonstrate the structure of different substances and to explain physical changes and phenomena in everyday life and in nature
- has knowledge of how important systems such as organ systems, ecosystems, the solar system and the periodic table can be introduced to pupils by showing how the parts of each system are connected
- has knowledge of progress in the learning of key concepts such as conservation, transfer and quality of energy forms by linking them to different areas of natural science
- has knowledge of how forces and interactions between bodies and particles form the basis for pupils' learning of mechanics and electricity
- has knowledge of practical and varied teaching that helps pupils understand how waves, sound and light affect life processes
- has knowledge of the importance of using different types of models to visualise external and internal geological processes on earth and that focus on common Norwegian minerals and rocks

## SKILLS

The candidate

- is capable of planning, carrying out and reflecting on his/her own teaching at upper primary and lower secondary level on the basis of research, theory and practice, and with a special focus on exploratory work methods and integration of all the basic skills
- is capable of carrying out activities and measurements inside and outside using relevant equipment, assessing necessary safety measures and making calculations with and without digital tools
- is capable of using formative assessment as a basis for facilitating teaching and adapted education at upper primary and lower secondary level
- is capable of teaching technology that focuses on designing and making technological products and linking technology to relevant natural science topics

## GENERAL COMPETENCE

The candidate

- has insight into the significance of natural science as a general education subject and the field of natural science's methods and ways of thinking, with a particular focus on exploratory work methods
- is capable of analysing and using the applicable curriculum for upper primary and lower secondary level as a basis for teaching natural science
- is capable of discussing his/her own role, practice and development options as a teacher of natural science

### **16.3 Natural Science 2**

*Presentation of the course (30 credits)*

The course supplements Natural Science 1 in both breadth and depth. Particular emphasis is placed on the environment and sustainable development in this course. Emphasis is also placed on developing pupils' competence so that they further develop and maintain the joy of discovery, a sense of wonder, joy of nature and a sense of responsibility. It shall also further develop the student's own competence in leading exploratory work and further developing the pupils' exploratory skills. The subject must be seen in the context of didactics.

*Learning outcomes for Natural Science 2*

## KNOWLEDGE

The candidate

- has knowledge of basic models and theories for the description of nature developed by the field of natural science, including mechanisms behind evolution and genetic variation
- has knowledge of interdisciplinary teaching that promotes children and young people's action competence for sustainable living in the future
- has knowledge of dialogue-based teaching methods that elucidate different renewable and non-renewable energy sources reflected in social, environmental and ethical issues
- has knowledge of using different representations to visualise both local and global weather and climate systems and to discuss issues linked to climate change
- has in-depth knowledge of learning progress in inorganic and organic substances' significance and cycles in natural science processes and in environmental contexts
- has in-depth knowledge of exploratory teaching on electronics, gravitation and electromagnetism and their significance in natural science and societal contexts
- has knowledge of using different models that demonstrate dimensions in nature, including phenomena outside the solar system and how the universe began and developed
- has knowledge of creative teaching processes in which terms from the field of natural science can be applied to describe and explain form and function in some technological products

## SKILLS

### The candidate

- is capable of facilitating practical teaching in natural science and technology that provides good progress between different levels of education
- is capable of analysing, assessing and documenting pupils' learning and providing feedback that promotes learning and that is adapted to the pupils' abilities and needs
- is capable of finding, assessing and referring to natural science and didactic research, information and subject matter in the field and using it in teaching and discussion with colleagues
- is capable of applying integrated natural science teaching and using natural science as a main subject area in interdisciplinary contexts such as technology and design and sustainable development

## GENERAL COMPETENCE

### The candidate

- has insight into subject-didactic research on teaching and learning in natural science with a focus on progress and depth in conceptualisation, critical thinking and argumentation

- has insight into theory of science and research methods in didactic research on natural science and can contribute to and participate in projects to develop teaching practice in natural science
- is capable of linking his/her own role as a teacher of natural science to ethical, social, economic and political issues that concern the field of natural science and technology in society

## **17 Norwegian**

### ***17.1 The subject in the programme***

Norwegian as a teacher education subject is a complex and diverse linguistic, cultural and literary subject, and it is a practice arena for qualified work on language and texts in different genres and modalities from the past and the present. The subject forms an important basis for cultural understanding, general education and critical thinking, particularly through insight into how language and texts form and are formed by cultural communities. The subject Norwegian has a historic and national basis, at the same time as general and international perspectives are key to understanding the society we are a part of. Norway is a multicultural changing society, and the subject Norwegian must constantly develop in accordance with societal development.

As a language subject, Norwegian has a unique position. The language plays a fundamental role in learning, critical thinking and communication. It is thus closely linked to the development of the individual user's identity and to the development of culture and society through history.

At the same time, language is the gateway to active participation in working life and democratic processes. Through work on language and texts, the subject Norwegian in the teacher education programme forms the basis for students being qualified to help pupils become confident language users and develop language and text knowledge adapted to their level and age.

Literary texts are in active dialogue with cultural developments, tensions, living conditions and ways of thinking. Both fiction and non-fiction provide insight into cultural and historical reference frameworks and encourage reflection and critical thinking. At the same time, fiction has a particular potential to enhance imagination and empathy. Work on texts in different media and genres and from aesthetic, communicative, cultural and historical perspectives shall form the basis for good text choices and academic literary work that encourages year 5–10 pupils to experience and interpret, develop new ideas and exercise critical reflection.

Listening and speaking, reading and writing, seeing and demonstrating are important activities in all communication and learning. The subject Norwegian also provides specialised knowledge about such processes and abundant opportunity to practise them in work on the subject. The students shall further develop their ability to assess and discuss their own and others' texts and to use relevant texts and media in work on the subject. They shall learn to understand how year 5–10 pupils further develop basic literacy, and they shall be equipped to provide subject-specific teaching in reading, writing and oral activity adapted to pupils from different backgrounds and of varying ability.

The students shall be assessed in Bokmål and Nynorsk. See Section 5 of the regulations for rules on exemptions.

## **17.2 Norwegian 1**

### ***Presentation of the course (30 credits)***

Norwegian 1 for years 5–10 does not qualify students to teach Norwegian at lower secondary level. The first 30 credits should therefore primarily focus on upper primary level with emphasis on an introduction to linguistic and literary subjects, text choices, subject-didactic knowledge and varied work on the basic skills, particularly oral communication and further reading and writing education for pupils with Norwegian as their first or second language. The course also places emphasis on students developing their own linguistic skills, as well as textual competence and dissemination skills.

### ***Learning outcomes for Norwegian 1***

#### **KNOWLEDGE**

The candidate

- has extensive knowledge of the language as a system and the language in use
- has knowledge of language identity, Norwegian as a second language and multilingual practice
- has knowledge of the Sami language, literature and culture
- has knowledge of what characterises oral, written and multimodal texts, in Nynorsk and Bokmål, in different genres and media
- has knowledge of a range of fiction texts in different genres and media for children, young people and adults
- has extensive knowledge of reading, writing and oral communication, with emphasis on the further development of basic skills
- has knowledge of assessment, national tests and teaching aids, digital and other, with emphasis on upper primary level

#### **SKILLS**

The candidate

- is capable of analysing language and language use and accounting for academic choices that aim to promote oral and written language development
- is capable of using knowledge of literature and language in academic work on oral, written and multimodal texts
- is capable of planning, implementing and evaluating pupil and class discussions
- is capable of assessing and using different methods and new technology in further reading and writing education and adapting education for pupils from different backgrounds and with varying skills in Norwegian
- is capable of facilitating upper primary pupils' reading and writing of fiction and non-fiction texts for different purposes and in different genres

and media

- is capable of recognising reading and writing difficulties
- is capable of assessing different teaching aids for the subject Norwegian, digital and other aids
- masters written Nynorsk and Bokmål and can teach pupils in both variants

#### GENERAL COMPETENCE

The candidate

- is capable of facilitating upper primary pupils' further development of basic language skills and becoming literate language users who can participate actively in the classroom and in other social arenas
- is capable of planning, carrying out and reflecting on teaching of key topics in the subject Norwegian and explaining subject-didactic choices for pupils and years
- is capable of assessing his/her own practice on the basis of applicable curricula, knowledge of the subject and subject-didactic insight

### **17.3 Norwegian 2**

#### *Presentation of the course (30 credits)*

Norwegian 2 builds on Norwegian 1 and covers the teaching of Norwegian for years 5–10 with emphasis on lower secondary level. The course provides a historical overview and more extensive knowledge about key linguistic and literary topics, a deeper insight into relevant subject-didactic issues and a better basis for working on assessment that promotes learning and adapted Norwegian education for *all* pupils. Through work on language and texts, the students have good opportunity to further develop their own language skills and their own textual competence and dissemination skills.

#### *Learning outcomes for Norwegian 2 (30 credits)*

#### KNOWLEDGE

The candidate

- has extensive knowledge of Norwegian as a first and second language
- has knowledge of national minority languages and neighbouring languages
- has knowledge of language history and processes of language change through history and the applicable standardisation of Nynorsk and Bokmål
- has knowledge of literary history and extensive knowledge of literature through the ages for children, young people and adults
- has broad knowledge of literary-didactic approaches and knowledge of different literary-theoretical perspectives
- has extensive knowledge of oral communication, reading and writing and the

further development of basic language skills

## SKILLS

### The candidate

- is capable of using knowledge of grammar and language, texts and literature in analyses of oral, written and multimodal texts
- is capable of facilitating varied work on language and literature in traditional and new media
- is capable of planning, carrying out and assessing work on non-fiction and fiction from different perspectives and for different purposes
- is capable of using relevant methods and new technology in ways that promote cooperation and academic progress in further reading and writing education
- is capable of facilitating pupils' reading, writing and discussion of non-fiction and fiction texts in different genres and media, and adapting them for further linguistic education for lower secondary pupils
- is capable of mapping and assessing reading and writing skills and providing responses that promote learning for *all* pupils
- is capable of writing academic non-fiction texts in Nynorsk and Bokmål

## GENERAL COMPETENCE

### The candidate

- has insight into the history of the school subject as a language, cultural, literary and general education subject
- is capable of disseminating subject matter on language, literature, texts and media in relevant forms of expression
- is familiar with subject-didactic research and development work and is capable of discussing research ethical issues
- is capable of planning, carrying out and assessing subject-based and inter-disciplinary development work for years 5–10 in cooperation with others

## **18. Norwegian Sign Language**

### ***18.1 The subject in the programme***

Norwegian sign language is a knowledge subject, an instrumental subject and a general education subject. It is research-based, profession-oriented, and continually developing. Norwegian sign language provides students with an opportunity to learn one of Norway's minority languages. The programme does not require prior knowledge of the language.

Through the programme, the students shall become familiar with Norwegian sign language, its structure and the history, culture and identity of sign language users. The programme will provide an understanding of Norwegian sign language, sign language users as a linguistic and cultural minority, and the language's place in Norwegian society.

The programme shall provide an introduction to different language structures in Norwegian sign language, while the students establish and expand their sign language vocabulary.

Through the programme, the students practise their skill in understanding each other and expressing themselves at a basic level in Norwegian sign language. They shall also acquire different learning strategies and use learning resources such as digital tools in the subject Norwegian sign language in order to be able to adapt teaching to the pupils' level.

Norwegian sign language is both a subject and a language of instruction at school. Work on the applicable curricula for the subject forms part of the programme, and the subject Norwegian sign language must be seen in connection with Norwegian for the hearing impaired at school. The programme will provide an insight into linguistic variations and prepare students to deal with pupils, in the different years, who use sign language.

Teaching practice, as well as theoretical instruction, will be an important learning arena.

### ***18.2 Norwegian Sign Language 1***

#### ***Presentation of the course (30 credits)***

In this course, emphasis is given to the development of students' own language skill in Norwegian sign language and their knowledge of its history, culture and identity.

Knowledge of the education situation for pupils who use sign language is a key aspect of the course.

Teaching in the programme shall inspire students to communicate in a new language through a variety of learning activities. Digital tools and different learning resources shall always be used in a critical and reflective manner, with clear objectives for transfer into practice and the best possible didactic adaptation.

## ***Learning outcomes for Norwegian Sign Language 1***

### **KNOWLEDGE**

The candidate

- has basic knowledge of the language structure of Norwegian sign language
- has basic knowledge of the history, culture, language and identity of sign language
- has basic knowledge of sign language users as a language and cultural minority in Norwegian society
- has basic knowledge of the rights of and services on offer for children and young people who use sign language, particularly in years 5–10

### **SKILLS**

The candidate

- masters a basic vocabulary of signs
- masters the basic receptive and productive skills required to be able to express him/herself in Norwegian sign language and participate in simple dialogue
- is capable of identifying and applying basic language structures in texts in Norwegian sign language
- masters simple strategies for securing communication, even when his/her formal language skills are inadequate

### **GENERAL COMPETENCE**

The candidate

- is capable of disseminating basic knowledge of the subject Norwegian sign language to pupils and others
- is capable of reflecting on the education situation for pupils who use sign language
- has basic competence in assessing and using different learning strategies, learning resources and digital tools in the subject Norwegian sign language in relation to their own learning and in dissemination situations as a basis for pupils' learning
- is capable of critically reflecting on the options for adapting communicative interaction, for example by facilitating meeting places for pupils who use sign language across schools and through the use of virtual classrooms, but also through the use of interpreters

## **18.3 Norwegian Sign Language 2**

### **Presentation of the course (30 credits)**

Norwegian Sign Language 2 builds on Norwegian Sign Language 1. In this course, students work further on language structures in Norwegian sign language, and different texts, mixed forms and linguistic variations form part of the teaching. The students extend their sign language vocabulary while increasing their skill in reading, understanding and producing sign language.

A variety of learning activities and learning resources are used in the programme to support students' own language and subject awareness. These learning activities provide the students with an insight into how to plan, carry out and assess learning activities in and on Norwegian sign language, at a basic level. They are linked to how, as teachers, students can support pupils' basic skills in the subject, bilingualism and academic competence.

### ***Learning outcomes for Norwegian Sign Language 2***

#### **KNOWLEDGE**

##### **The candidate**

- has extended knowledge of the language structure of Norwegian sign language
- has knowledge of linguistic variation and different Norwegian sign language texts
- is familiar with mixed forms of Norwegian sign language and Norwegian spoken language
- has knowledge of multilingualism that includes Norwegian sign language, where the goal of functional bilingualism in education is key
- is familiar with the status of sign language and the history, culture and identity of sign language users, also internationally
- has knowledge of regulations and applicable curricula, as well as other education-related documents linked to Norwegian sign language at school
- is familiar with theory of science and methodological perspectives relevant to the subject Norwegian sign language

#### **SKILLS**

##### **The candidate**

- is capable of applying language structures and a basic vocabulary of Norwegian sign language to be able to participate in conversations and carry out teaching at a basic level
- is capable of reading and understanding different texts in sign

language, with linguistic variation and mixed forms

- is capable of translating simple texts from Norwegian into Norwegian sign language and from Norwegian sign language into Norwegian
- is capable of describing and explaining features of deaf culture, and seeing it in connection with the dominant culture
- is capable of explaining different views on communication and language in the education of the hearing-impaired through history

## GENERAL COMPETENCE

### The candidate

- is capable of planning, carrying out and assessing teaching in Norwegian sign language at a basic level, for year 5–10 pupils
- is capable of setting clear goals for teaching and assessing pupils' learning outcomes
- is capable of facilitating varied learning activities, including use of digital resources, that disseminate knowledge about Norwegian sign language, promote linguistic interaction, and promote the pupils' basic skills and academic development

## **19. Social Studies**

### ***19.1 The subject in the programme***

Social studies aims to contribute to the development of society. Studying society shall help people to find a footing and learn about the world, at a local, regional and global level, in the past, present and future. By acquiring knowledge and authority, the students shall develop their ability for critical reflection, reasoning and argumentation and develop values and attitudes that diverse and democratic societies need. Such societies need, among other things, people who can take initiative, investigate independently, cooperate and take responsibility. The subject social studies thereby aims to help students to grow as independent and active participants in school and society.

The teacher education subject social studies shall prepare the students for their professional role as teachers of social studies for years 5–10, with particular emphasis on further developing basic skills and competence goals. By means of different learning strategies, the student shall develop a role as teacher that helps to promote the pupils' interest in the subject. The student shall be able to facilitate participation and action-oriented learning. The student shall acquire competence in researching, creating, communicating, interacting and participating in and leading learning processes that introduce the pupils to social science thinking. The student shall also develop competence in using different types of sources and understanding the significance of source criticism for critical thinking.

The subject social studies in the primary and lower secondary education programme offers a balance of geography, history and social studies. Geography enables the students to see the connections between local and global issues. The students practise their understanding of the spatial perspective: place, direction and distance. Through observation, mapping and reflection, the subject takes them on a hunt for spatial patterns and connections between nature and society and how they affect each other through similar and different change processes. History shall provide the students with an overview of different historical periods to give them an insight into how society has changed over time. The subject shall enable them to discuss different conditions and explanations of change and continuity. History also deals with how we work with historical sources, shape narratives about and how we understand the past, and how we use history in the present.

Social studies shall provide the students with insight into how people create different types of interaction, in the form of social networks, organisations, institutions and society. Another key aspect is also the significance of the division of resources and power for social inequality, exclusion and conflict. Social studies thereby particularly deals with the conditions for democracy, citizenship and belonging.

### ***19. 2 Social Studies 1***

#### ***Presentation of the course (30 credits)***

In this course, emphasis is given to the students acquiring knowledge, skills and competence as a basis for their future work as teachers. It focuses on central topics in the field of social studies.

## ***Learning outcomes for Social Studies 1***

### **KNOWLEDGE**

#### The candidate

- has knowledge of scientific theories and methodology in the subjects geography, history and social studies
- has knowledge of subject-didactic theory and research in social studies in schools
- has knowledge of human rights, citizenship, democracy and democratisation processes
- has knowledge of the Sami as an indigenous people, and of national minorities and cultural diversity in Norway
- has knowledge of place and landscape in the context of nature, culture and history
- has knowledge of the interaction between people, technology and nature with emphasis on resource allocation and sustainable development
- has knowledge of the interaction between population, mobility and globalisation
- has knowledge of socialisation, identity formation and inequality in a social perspective
- has knowledge of social issues linked to pupils' digital everyday lives
- has knowledge of ideologies, power and political systems
- has knowledge of conflicts and cooperation in a geographical, historic and social science perspective

### **SKILLS**

#### The candidate

- is capable of leading learning processes with particular emphasis on further developing basic skills and competencies and ensuring progress in education
- is capable of working on values and attitudes in social studies at school, encouraging wonder about and respect for diversity and using this as a resource in the work with all pupils
- is capable of finding, assessing and interpreting different types of sources to facilitate good learning processes
- is capable of reflecting on different dimensions of the democracy concept, and facilitating democratic practice at school
- is capable of reflecting on the planning, leadership and assessment of learning work as a basis for learning-oriented feedback for all pupils

## GENERAL COMPETENCE

The candidate

- is capable of reflecting independently and critically on social issues
- has an overview of periods of time and development patterns and is capable of explaining the construction of history and culture

### **19.3 Social Studies 2**

#### ***Presentation of the course (30 credits)***

Social Studies 2 shall provide students with a greater opportunity to specialise in selected geographical areas, historical periods and social processes. The course shall also enable students to achieve a greater understanding of the connections between theoretical perspectives and different learning processes at school.

#### ***Learning outcomes for Social Studies 2***

## KNOWLEDGE

The candidate

- has in-depth knowledge of selected theories and methodology in the subjects geography, history and social studies
- has in-depth knowledge of selected topics in subject-didactic theory and research on social studies in schools
- has in-depth knowledge of the values and remit of the school and the school's place in society
- has in-depth knowledge of key preconditions for and issues linked to the formation of a nation, human rights, citizenship, democracy and democratisation processes
- has in-depth knowledge of the Sami as an indigenous people and is familiar with the issues relating to indigenous peoples in an international perspective
- has in-depth knowledge of selected examples of the interplay between resource allocation, demographics, globalisation and sustainable development
- has insight into social and cultural factors that affect views of gender, sexuality and love
- has knowledge of financial structures, value creation, power and markets
- has in-depth knowledge of selected examples of conflicts and cooperation in a geographical, historic and social science perspective

## SKILLS

### The candidate

- is capable of working on values and attitudes in social studies to promote the pupils' critical reflection and action competence
- is capable of finding, assessing and interpreting different types of sources and using this in the work on developing pupils' critical competence and creativity
- is capable of planning, leading and assessing learning work with particular emphasis on basic skills and providing learning-oriented feedback to the pupils, adapted to their circumstances and needs
- is capable of using and assessing different work methods that encourage the pupils to think about time, space and social processes
- is capable of facilitating democratic practice, developing citizenship, cooperation and conflict resolution at school

## GENERAL COMPETENCE

### The candidate

- is capable of facilitating pupils' reflection on social issues and encouraging critical thinking and creativity
- is capable of enabling pupils to obtain an overview of periods of history and development patterns and facilitating reflection on the construction of history and culture
- is capable of contributing to change processes and new ideas in social studies at school and involving local social players in education

## **20. Profession-oriented pedagogy or special pedagogy**

### ***20.1 The subject in the programme***

Alongside pedagogy and pupil-related skills, profession-oriented pedagogy or special pedagogy contributes to increasing the students' knowledge of the pedagogical and special pedagogical areas, both as a basis for their own teaching and as a basis for reflection on key pedagogical issues of particular relevance to pupils in years 5–10. The subject shall also constitute a basis for a master's degree in pedagogy or special pedagogy in primary and lower secondary education years 5–10.

The subject shall focus on the school and teachers in an inclusive and diverse teaching, learning and interaction situation. Profession-oriented pedagogy or special pedagogy shall be teaching-oriented and contribute to the students gaining a broad insight into profession-oriented pedagogy and/or special pedagogy. At the same time, the subject shall give the students the opportunity to study in depth a limited area of pedagogy or special pedagogy of great relevance to key challenges in work on this pupil group.

The guidelines for the subject are defined at a higher, overriding level, so the institutions have the opportunity to adapt the education programme's profile to their own specialist areas, within the overall subject framework. This profile can, for example, concern a broad special pedagogy subject, digital competence, migration pedagogy, aesthetic learning processes, teaching aid pedagogy, mentoring, or general didactics. The institutions must operationalise their profile in their own learning outcome descriptions for the subject.

#### ***Learning outcomes for profession-oriented pedagogy or special pedagogy***

##### **KNOWLEDGE**

The candidate

- has broad knowledge of profession-oriented pedagogy or special pedagogy
- has in-depth knowledge of a limited area of pedagogy or special pedagogy that is clearly profession-oriented

##### **SKILLS**

The candidate

- is capable of reflecting on and discussing important and relevant problems in the area of pedagogy or special pedagogy that are relevant to teaching in schools
- is capable of explaining key issues within a special field of profession-oriented pedagogy or special pedagogy that he/she has chosen

##### **GENERAL COMPETENCE**

The candidate

- has broad insight into how to facilitate a good learning environment based on the elements of profession-oriented pedagogy or special pedagogy

- has developed an academic basis that can be incorporated into a master's project with a profession-oriented pedagogical or special pedagogical focus

## **21. Master subject**

### ***21.1 The subject in the programme***

Together with 30 credits in pedagogy and pupil-related skills, 30 credits in teaching subjects (if the master subject is pedagogy or special pedagogy), and at least 30 days' teaching practice, the master subject constitutes the second cycle in the primary and lower secondary teacher education programme. The master subject, along with pedagogy and pupil-related skills, has a particular responsibility to safeguard the integrated higher-level programme of professional study to follow up the student's research-based teaching practice.

Through the work on the master subject, the student, on the basis of his/her own research work, shall obtain in-depth and advanced knowledge of the subject, the subject's role and function at school and the school subject in relation to didactics. The student shall be able to analyse and take a critical stance on recent national and international research, and to apply this knowledge in the exercise of the profession.

The student shall gain insight into key teaching methods and assessment forms in the master subject, and into how they contribute to the pupil's learning.

Theory of science and research methods form the basis for the programme and for the student's work on the master's thesis.

The master's thesis shall have a minimum scope of 30 credits. It shall be profession and practice oriented. The master's thesis in a teaching subject must have a sound basis in the subject and subject didactics and can also include elements from pedagogy and special pedagogy.

The master's thesis in pedagogy or special pedagogy shall be oriented to work in the classroom and should be linked to teaching and learning in the subject.

### ***Learning outcomes for the Master subject (90 credits)***

#### **KNOWLEDGE**

The candidate

- has advanced knowledge either of a selected teaching subject and the subject's didactics or of profession-oriented pedagogy or special pedagogy
- has specialised insight into a limited field (master's thesis)
- has in-depth knowledge of relevant research and theory and scientific thinking, research methods and ethics
- has in-depth knowledge of how education can be adapted to all pupils' circumstances and needs
- has in-depth knowledge of progress in teaching and pupils' learning

## SKILLS

### The candidate

- is capable of analysing and taking a critical stance to recent national and international research and applying this knowledge in the exercise of the profession
- is capable of analysing academic research questions based on knowledge of the nature of the master subject, its values and history and using this insight in teaching, research and development work
- is capable of planning and carrying out teaching in the master subject that promotes the pupils' scientific thinking
- is capable, at an advanced level, of applying the principles of the master subject's learning-oriented assessment and thus help the pupils to reflect on their own learning and development
- is capable of critically applying research-based, profession-oriented knowledge in the master subject to investigate new problem areas
- is capable of critically assessing digital forms of expression and resources and using them in teaching in ways that strengthen and develop the master subject's didactics

## GENERAL COMPETENCE

### The candidate

- is capable of analysing and assessing relevant academic and ethical issues and contributing to the development of a sense of academic fellowship at the individual school
- is capable of systematically planning, evaluating and revising learning arrangements on the basis of the master's degree subject
- is capable, at an advanced level, of disseminating and communicating academic issues linked to the exercise of the profession, and has professional digital competence
- is capable of contributing to development work that promotes new academic and pedagogical thinking at school