

Guidelines for the Differentiated Sami Primary and Lower Secondary Teacher Education Programmes

Proposal Adopted by the Sami National Curriculum Committee 19 January 2010

I GENERAL PROVISIONS – ORGANIZATION, STRUCTURE AND CONTENTS

1. Introduction

The Guidelines for the Differentiated Sami Primary and Lower Secondary Teacher Education Programmes are based on the *National Curriculum Regulations for Differentiated Sami Primary and Lower Secondary Teacher Education Programmes*. The Sami Guidelines are based on the National Guidelines, with adjustments and additions.

The Guidelines supplement the Regulations and are to provide the policy for the institutions' programme descriptions. The Guidelines are to ensure a Sami teacher education that satisfies the quality requirements of the differentiated teacher education programmes for primary and lower secondary education. Each institution must prepare programme descriptions stipulating academic content, teaching practice, organization, working methods and assessment methods. The institutions' programme descriptions must comply with the Regulations and National guidelines. The programme descriptions must be passed by the institution's Board.

In the case of the Sami teacher education, separate guidelines have not been made for the different subjects. When making programme descriptions, the institutions must take the main features of the National Guidelines as their starting point, while at the same time ensuring that Sami perspectives are at the core of the education as a whole and of the individual subjects. Sami programme descriptions are prepared by the institutions, in collaboration with each other when this is relevant.

2. Institutional responsibility and organization

The teacher education programmes must be organized so that they promote the integration of theory and practice training, academic progression, consistent professional orientation and a research basis. The education programmes are to make it possible to have collaboration between teacher educators at the teacher education institution and in teaching practice.

The institutions must ensure coherence between activities at the teacher education institution and in teaching practice, and mutually binding collaboration between the two learning arenas. The teacher education institution and the school owner must enter into an agreement that also includes a programme description coordinating the training at the two learning arenas.

The subjects taught in the teacher education programmes must be teacher education subjects. Subjects, subject didactics, pedagogy and teaching practice must be closely linked, both in contents and in how they are organized. The education programmes must be organized as programmes of professional study providing cohesion and progression throughout the education. It is essential to anchor the education programmes in practical training in order to highlight the professional orientation of the primary and lower secondary education programmes.

Sami teacher education has an Allsami perspective and an indigenous people's perspective. In the individual subjects, Sami teacher education must be based both on research-based knowledge and

on traditional Sami knowledge. Traditional Sami knowledge is to be integrated in the teaching of the individual subjects in collaboration with the local community and tradition bearers.

All school subjects and subjects and courses relevant for work in schools must be anchored in an active research environment if the objective of being totally research-based is to be achieved.

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

2.1 Institutional collaboration and opportunities for mobility

The organization of the Sami teacher education pre-supposes that the students take their first three years at the same institution and may not apply for a transfer to another institution before their 4th year. Sami teacher education may not profit by the regional organization, as there are no other teacher education institutions that offer teaching in Sami. Sami teacher education may collaborate with all higher education institutions in Norway, Sweden and Finland.

2.2 Internationalization

Sami teacher education has an Allsami perspective and an indigenous people's perspective, which are to be expressed both in the programme descriptions, the individual curricula, in the organization of the teaching practice and in international semester, if relevant. Regarding internationalization, there should in particular be collaboration agreements giving students the opportunity to become acquainted with educational conditions and institutions for indigenous people and minorities.

2.3 Transfer to master's degree programme

The structure of both of the differentiated primary and lower secondary education programmes ensures that students may apply for a transfer to a master's degree programme after the 3rd year of study. At an early stage in the programme, the institutions must inform the students of the entrance requirements to the master's degree programme, so that they are aware of their options during their first three years of study if they wish to be admitted to a master's degree programme after the 3rd year of study.

There may be exceptions from the general rule concerning the number of school subjects if the candidates apply for a master's degree programme after the bachelor's degree/three years.

3. Subjects and contents

3.1 The place of the subjects in the programmes

The Regulations establish which subjects are compulsory in the two study programmes and their scope. The Regulations also supply guidelines for the scope of elective subjects. The place of subjects apart from those mentioned in the Regulations must be given in the institutions' programme descriptions.

The Regulations allot credits per year. The institutions allot credits in the subjects per semester.

3.2 The contents of the education programmes

The teaching profession is a demanding and complex profession in a society marked by diversity and change. The primary and lower secondary teacher education programmes are to provide the qualifications necessary for performing extensive and compound tasks.

The contents 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 programmes observe the following perspectives:

Academic competence: In addition to the subjects giving the students sound academic knowledge, all school subjects must comprise *subject didactics* and knowledge about *varied working methods in the subjects* and the theory underlying them. The teaching provided in the subjects must be *research-based*.

Differentiated teacher education: The subjects in the primary and lower secondary teacher education programmes are to be differentiated towards the stages for which the education programme qualifies. The study programme for years 1 – 7 must emphasize the teaching of beginners and primary school subjects, whereas the study programme for years 5 – 10 must place most emphasis on specialization and in-depth studies in subjects. The two study programmes are to ensure that students acquire competence for all the years their primary and lower secondary teacher education programmes relate to.

Integrated teacher education: All subjects in the primary and lower secondary teacher education programmes are responsible for giving the students an identity as a teacher. Pedagogy and Pupil-related Skills is to be the most important and uniting subject, giving the students a shared foundation for how to exercise their role as a teacher. Pedagogy and Pupil-related Skills also has a special responsibility for integrating theory and practice. The teacher's professional platform that identifies and thematizes basic and shared challenges, such as values, objectives, working and assessment methods, must be created in an interaction between Pedagogy and Pupil-related Skills, the school subjects and teaching practice.

Formative education: Besides educating teachers with a sound academic and professional competence, the higher education institutions are also responsible for facilitating a formative personal process. This means among other things developing ethical and historical perspectives concerning one's own professional role and critical perspectives concerning the teaching profession's social role. Prospective teachers must also have a good understanding of global issues and sustainable development.

The multicultural perspective: The internationalization of society and working life presupposes linguistic and cultural knowledge and international experience. Teachers must have knowledge about and an understanding of the multicultural society. This entails being aware of cultural differences and skills in treating 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 therefore be characterized by global, international and multicultural orientation.

Sami issues and the rights of Sami pupils: Primary and lower secondary teacher education programmes are to qualify the students so that they are able to provide instruction about Sami

conditions and issues, the rights of Sami children and the Sami people as a recognized 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 teacher education students must therefore acquire knowledge about the Sami contents of the National Curriculum Regulations for primary and lower secondary education and about the rights of Sami pupils.

Adapted education: The right to adapted education is legally established in the Education Act. Adapted education is characterized by variation, for instance through exercises, subject matter, intensity of the education, organization of the education, teaching aids and working methods. Teachers must be able to adapt their teaching according to the diversity of the pupils. The institutions must ensure that knowledge of adapted education is included in all subjects.

Assessment: Teachers must be able to develop and communicate clear objectives for the education, assess the pupils' learning outcome, give the pupils academically relevant feedback and facilitate the pupils' self-assessment. The programme description must therefore make it possible for the students to be trained to analyze and assess the pupils' learning processes and achievements, and to give feedback that supports their learning. Teachers must be able to assess the pupils' learning outcome both with and without grades and to give reasons for their assessment. Teachers must also understand and use the results from different tests, charting tools and quality assessment systems when they follow up the pupils' learning.

Basic skills: The basic skills – being able to express oneself orally and in writing, being able to read, numeracy, and being able to use digital tools – 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 develop their basic skills in the subject. Pedagogy and Pupil-related Skills is to make it possible for the students to acquire a theoretic superstructure related to basic skills, as a prerequisite for working with these in different subjects.

As regards the basic skills of being able to read, write and express oneself orally, these are skills that are of fundamental importance for learning in general. In Sami teacher education for all stages, there must be a division of responsibility regarding these skills between the Sami subject and Pedagogy and Pupil-related Skills. All subjects are responsible for teaching the pupils how to read, write and express themselves orally in Sami.

The above perspectives must be observed when preparing programme descriptions at each institution. In addition, the *National Curriculum Regulations for Differentiated Primary and Lower Secondary Teacher Education Programmes* define some *compulsory topics* in the primary and lower secondary teacher education programmes in the descriptions of learning outcome in section 2. These topics are also integrated in the Guidelines for subjects, and must be observed in the institutions' programme descriptions. The individual institution may organize compulsory topics as courses, if they find it appropriate.

3.3 Subjects that are relevant for work in schools

Subjects that are relevant for work in schools mean subjects that are relevant for teaching in primary and lower secondary schools and are provided by the teacher education institutions but are not themselves subjects taught in schools. Subjects that are relevant for work in schools must deal with functions and tasks that are part of the responsibilities of primary and lower secondary schools. The definition of what may be called a subject that is relevant for work in schools may change as time passes.