

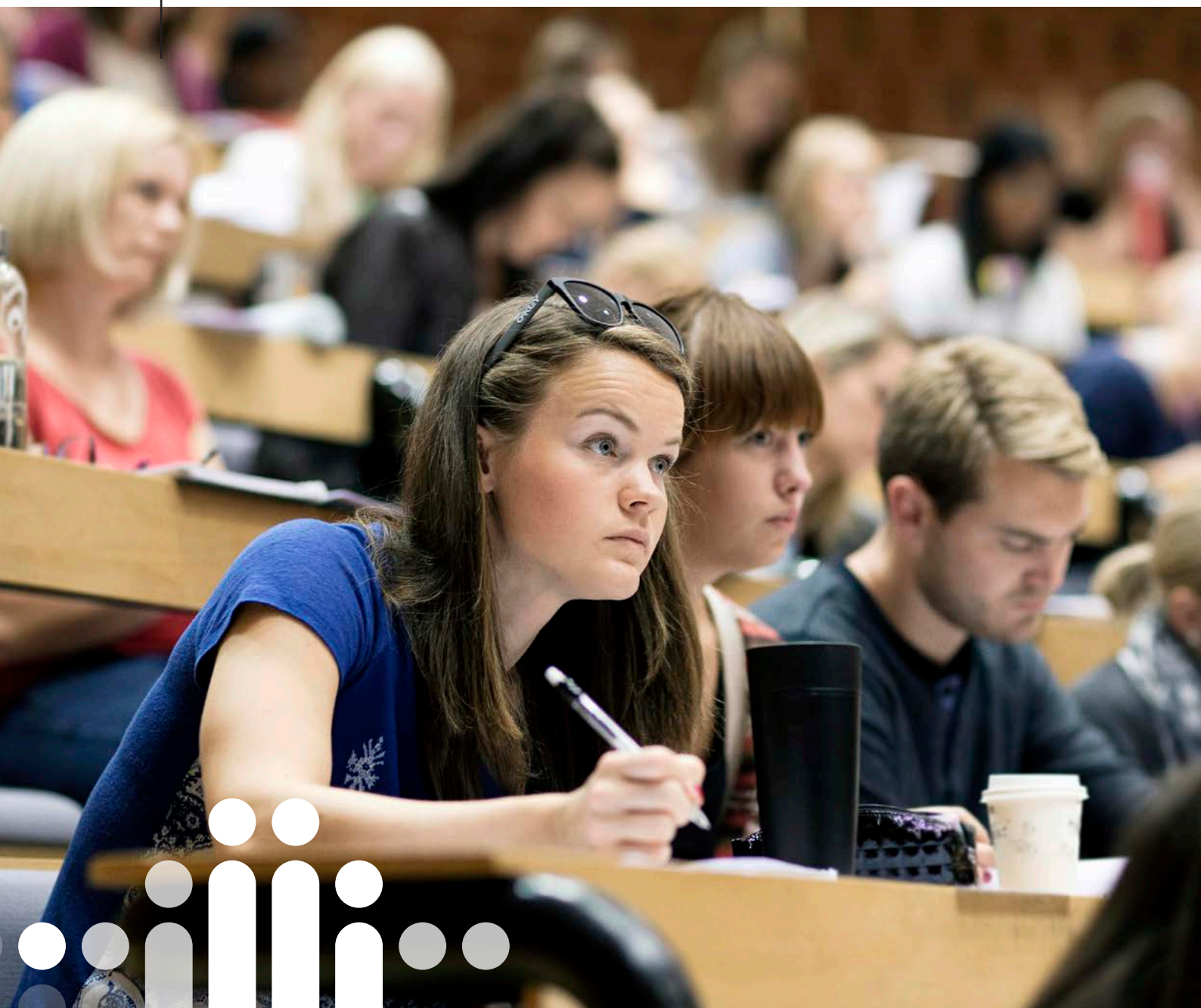


Norwegian Ministry  
of Education and Research

Strategy

# Teacher Education 2025

National Strategy for Quality and Cooperation in Teacher Education



# Overview Teacher Education Institutions in Norway

## ● University of Tromsø -The Arctic University of Norway (231)

**Campus Tromsø** BLU, GLU 1-7 and 5-10, Lektor, PPU

**Campus Alta** BLU, GLU 1-7 and 5-10 (Hammerfest, Kirkenes, Storslett), PPU-Y

## ● Sàmi University of Applied Sciences (17)

BLU, GLU 1-7 and 5-10

## ● Nord University (433)

**Campus Bodø** BLU, GLU 1-7 and 5-10, Lektor, PPU, PPU-Y

**Campus Levanger** BLU, GLU 1-7 and 5-10, Lektor, PPU, PPU-Y

**Campus Nesna** BLU, GLU 1-7 and 5-10 (Mo i Rana, Namsos, Vesterålen)

## ● Norwegian University of Science and Technology (593)

GLU 1-7 and 5-10, Yrkesfaglærer, PPU, PPU-Y, Lektor

## ● Queen Maud University College (220) BLU

## ● Volda University College (204)

BLU, GLU 1-7 and 5-10, PPU, PPU-Y

## ● University of Bergen (136)

Lektor, PPU

## ● NLA University College (97)

BLU, GLU 1-7 and 5-10

## ● Western Norway University of Applied Sciences (810)

**Campus Bergen** BLU, GLU 1-7 and 5-10, Faglærer, PPU

**Campus Sogndal**

BLU, GLU 1-7 and 5-1, PPU

**Campus Stord**

BLU, GLU 1-7 and 5-10, PPU

## ● University of Stavanger (336)

BLU, GLU 1-7 and 5-10, Lektor, PPU

## ● Inland Norway University of Applied Sciences (361)

**Campus Hamar** BLU, GLU 1-7 and 5-10, Lektor, Faglærer, PPU

**Campus Elverum** Faglærer

## ● Oslo Metropolitan University (968)

**Campus Oslo** BLU, GLU 1-7 and 5-10, Faglærer

**Campus Kjeller** Yrkesfaglærer, PPU-Y

## ● University of Oslo (409) Lektor, PPU

## ● The Norwegian School of Sport Sciences (39) PPU, Faglærer

## ● Norwegian Academy of Music (26) PPU

## ● Rudolf Steiner University College (12) BLU, 3-year teachered.

## ● Oslo National Academy of The Arts (11) PPU

## ● Norwegian School of theology (10) Lektor

## ● Barratt Due Institute of Music (8) PPU

## ● Norges miljø- og biovitenskapelige univ. (91) Lektor, PPU

## ● Høgskolen i Sørøst-Norge (740)

**Campus Vestfold** BLU, GLU 1-7 and 5-10, Lektor

**Campus Ringerike** PPU

**Campus Porsgrunn** BLU, GLU 1-7 and 5-10

**Campus Notodden** BLU, GLU 1-7 and 5-10, Faglærer, PPU

**Campus Kongsberg** Lektor

**Campus Drammen** BLU, GLU 1-7 and 5-10

## ● Østfold University College (262) BLU, GLU 1-7 and 5-10, PPU, PPU-Y

## ● University of Agder (392)

**Campus Kristiansand** BLU, GLU 1-7 and 5-10, Faglærer, Lektor, PPU, PPU-Y

**Campus Grimstad** BLU

### EXPLANATION:

BLU = Kindergarten teacher education

GLU 1-7 and 5-10 = Primary and lower secondary teacher education

PPU = Postgraduate programmes in educational theory and practice for subject teachers

PPU-Y = Postgraduate programmes in educational theory and practice for subject teachers in vocational subjects

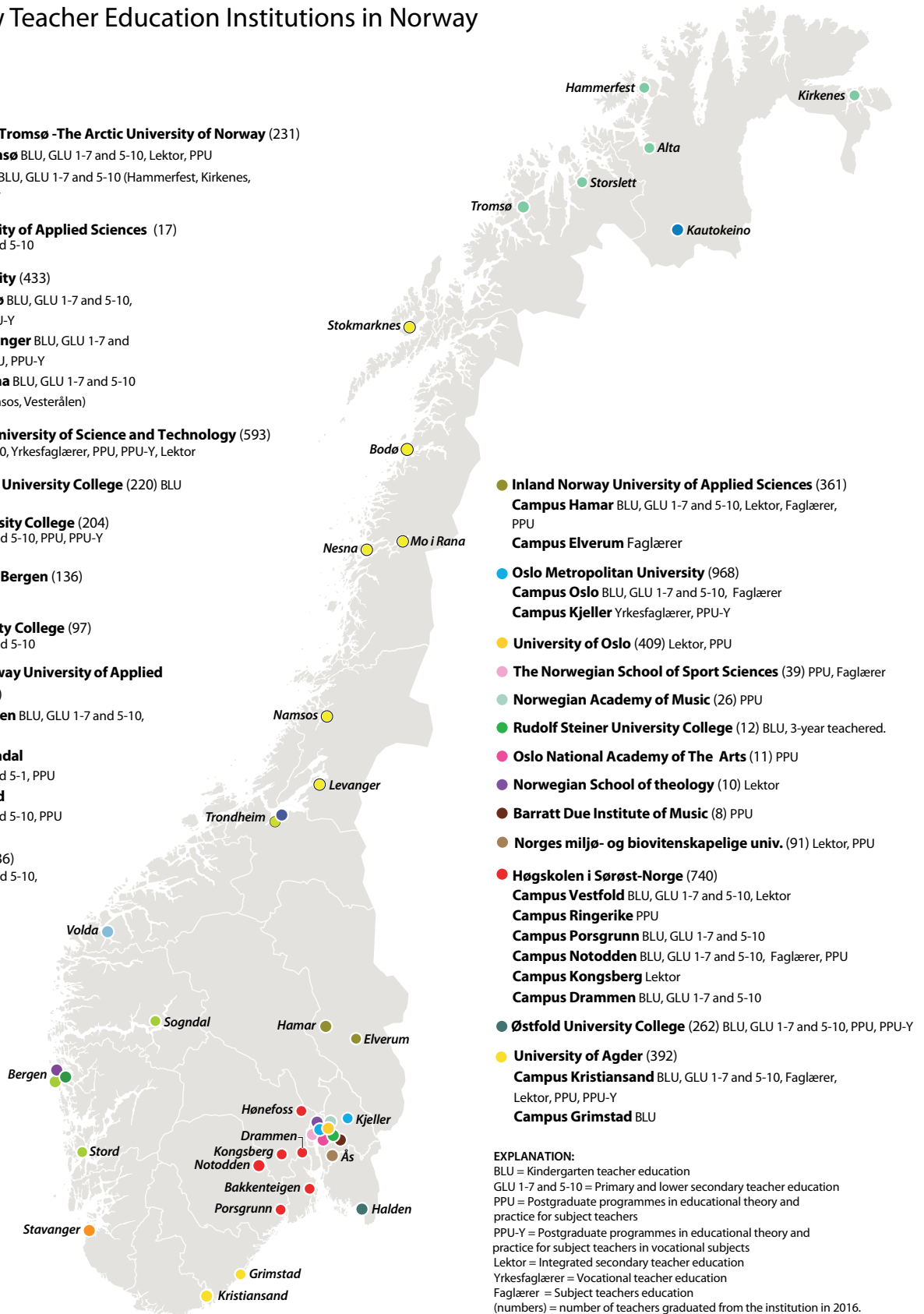
Lektor = Integrated secondary teacher education

Yrkesfaglærer = Vocational teacher education

Faglærer = Subject teachers education

(numbers) = number of teachers graduated from the institution in 2016.

Number of graduated teachers 16.02.17 Source: DBH nyhetsgrafikk.no



# Contents

|   |           |
|---|-----------|
| <b>1 Teacher education programmes for the kindergartens and schools of the future</b>   | <b>5</b>  |
| <b>2 Overarching goals for the year 2025</b>  | <b>7</b>  |
| 1. Academically challenging and rewarding study programmes  | 7         |
| 2. Academically strong and well organised teacher education providers   | 7         |
| 3. Knowledge-based and involved partners in the kindergarten and school sectors   | 8         |
| 4. Stable and mutually beneficial cooperation between teacher education institutions, the kindergarten sector and the school sector | 8         |
| <b>3 Developments and challenges</b>  | <b>9</b>  |
| A period of transition  | 9         |
| Remaining challenges  | 10        |
| 1. Relevance for professional practice  | 11        |
| 2. Research basis   | 11        |
| 3. Cross-disciplinary cooperation   | 12        |
| <b>4 Priority areas and measures</b>  | <b>13</b> |
| A. Better practice training and R&D cooperation through teacher education schools and teacher education kindergartens               | 13        |
| B. High standards and cross-disciplinary cooperation among academic staff at the teacher education institutions                     | 17        |
| C. Research and development   | 19        |
| D. Professional development for newly qualified teachers  | 22        |
| E. Attracting students to teacher education   | 24        |
| F. Arenas for cooperation and quality development   | 26        |
| G. Implementing and evaluating the strategy   | 27        |
| <b>Appendices</b>   | <b>29</b> |
| <b>Literature</b>   | <b>33</b> |



Photo: Yina Chan

# 1

## Teacher education programmes for the kindergartens and schools of the future

Few things have a greater long-term impact on quality in kindergartens and schools than teacher education. Teacher education programmes not only provide teachers with subject knowledge and pedagogical methods; they shape the Norwegian teaching professions' fundamental outlook on learning and formation – and consequently the quality of every activity taking place in our kindergartens and schools. The attractiveness and prestige of teacher education programmes also help determine who seeks to join the profession.

Teacher education has been a subject of debate in Norway ever since the teaching profession rose to become a central vocation during the nation-building process in the 19th century. Since then, different traditions have left their mark on teacher education in Norway. The so-called seminary tradition has been important in training primary and, more recently, lower secondary school teachers, while the academic tradition has given both the lower and upper secondary school teachers university-level qualifications.<sup>1</sup> Kindergarten teacher education in Norway is rooted in a social and pedagogical tradition close to the field of practice.<sup>2</sup> The various educational pathways for vocational teachers have a history that builds on the apprenticeship tradition and the guild tradition, among other things.<sup>3</sup> Each with its own particular traits and strengths, the different traditions have partly existed side by side in separate parts of the education system, partly enriched each other, and in some instances been critically opposed to each other.

One common denominator for all teacher education programmes covered by this strategy is that they

educate professional practitioners. Teachers need to acquire solid, research-based skills and to have access to continued professional development within a professional learning community in order to make informed decisions in their day-to-day work in kindergartens and schools. It is the duty of teacher education providers to give teachers a good grounding as they set out to practise their profession.

It is the government's ambition to permanently strengthen the Norwegian teaching professions. The investments being made now are important in order to prepare for a future in which knowledge and competencies will become increasingly important. The aim is for kindergartens and schools to draw on the teaching professions' own professional strengths to enhance quality.

The impact of teacher education on the teaching professions has been highlighted in several policy documents, in particular in the strategy *Promotion of the Status and Quality of Teachers*. The government has addressed the major challenges in this area through improvement of the institutional structure, elevation of primary and lower secondary teacher education (GLU) to the master level, large investments in a robust national system for continuing education, introduction of more rigorous entry requirements for teacher education programmes for both the primary and the secondary level, as well as the requirement, effective from 2019, that candidates for the 1-year programme in educational theory and practice (PPU) must hold a master's degree.<sup>4</sup> The advisory committee on the kindergarten teacher education programme (BLU) will publish its final report in 2017. The report will be an impor-

1 Dahl et al. 2016

2 NOKUT 2010

3 Skagen 2004

4 Except for vocational and arts subjects