

National Curriculum Regulations for Kindergarten Teacher Education

Laid down by the Ministry of Education and Research on 4 June 2012 pursuant to the Act Relating to Universities and University Colleges of 1 April 2005 no. 15 Section 3-2 (2).

Section 1. Scope and objective

These Regulations apply to universities and university colleges which offer kindergarten teacher education programmes and which have been accredited in accordance with the Act Relating to Universities and University Colleges Sections 1-2 and 3-1.

The Regulations apply to the 3-year kindergarten teacher education bachelor's programme. The Regulations set out a national framework curriculum for kindergarten teacher education.

The objective of the Regulations is to ensure that the higher education institutions offer integrated, professionally orientated and research-based kindergarten teacher education of high academic quality, and that they enable committed co-operation to take place between institution and professional practice.

The study programme should be in accordance with the Kindergarten Act of 17 June 2005 no. 64 and the Framework Plan for the Content and Tasks of Kindergartens.

The study programme should ensure correlation between high levels of academic, didactic and social competence and capacity for professional ethical reflection when engaging in educational work with children in a kindergarten. The course of study should place emphasis on educational leadership.

The study programme should be designed in accordance to the kindergarten's role of children's formation and the safeguarding of children's all-round development. The study programme should emphasise the growing diversity in kindergartens, including the higher proportion of children under the age of three, the increased number of children with special needs and growing numbers of multilingual children. The study programme should emphasise the importance of co-operation, understanding and dialogue with the child's home and with other authorities responsible for the child's development.

The study programme should build on research-based knowledge as foundation for professional practice and continued professional development, and encourage critical reflection and insight into the profession. Kindergartens and the kindergarten teaching profession should be placed in a wider societal context. The study programme should provide historical, contemporary and forward-looking perspectives on the profession and on the kindergarten's role as an element in a child's education. International perspectives should be integrated into the study programme.

The study programme should help promote an understanding of human dignity and democracy, especially through the active participation of the children and in accordance with the core values set out in the objectives of the Act Relating to Kindergartens of 17 June 2005 no. 64.

The study programme should promote an understanding of Sami culture as a part of Norwegian culture, and emphasise the status and rights of indigenous peoples, both domestically and globally.

Section 2. Learning outcomes

The kindergarten teacher education programme should qualify the candidate to practise the profession in a diverse and changing society. The learning outcomes have been defined on the basis of the national qualifications framework for higher education – bachelor level.

Upon completing the kindergarten teacher education programme, the candidate shall have achieved the following learning outcomes, defined as knowledge, skills and general competencies, as a starting point for educational work in kindergartens and further skills development and training at master level.

Knowledge

The candidate

- possesses knowledge of the Norwegian kindergarten system, including its characteristics, history, social mandate, legal basis and governing documentation.
- possesses broad knowledge of pedagogy and the different kindergarten learning areas, of leading and organising educational activities, and of children's play and learning processes.
- possesses broad knowledge of child development, childhood in the modern era, children's culture, children's varied upbringings, backgrounds and development in a society characterised by linguistic, social, religious, philosophical and cultural diversity.
- possesses broad knowledge of children's language development, multilingualism, social, physical and creative development and of their early digital, reading, writing and numeracy skills.
- possesses broad knowledge of children's rights and of what makes an inclusive, egalitarian, health-promoting and educative kindergarten environment.
- is familiar with national and international research and development processes relevant to the kindergarten teaching profession and is able to keep this knowledge up to date.

Skills

The candidate

- is able to use his or her professional skills and relevant results from R&D to manage and promote children's play, curiosity, learning and development, and to justify his or her choices.

- is able to evaluate, stimulate and support different children's all-round development in co-operation with the home and other relevant agencies.
- is able to use his or her professional skills when improvising during play, learning and communication.
- is able to evaluate, stimulate and support children's different abilities and take their different backgrounds and aptitudes into account.
- is able to promote creative processes and cultural and outdoor activities, focusing on the children's creativity, overall learning and sense of achievement.
- is able to apply relevant professional tools, strategies and forms of expression in his or her own learning processes and educational work and when interacting with the home and relevant external agencies.
- is able to identify special needs in individual children and, by exercising professional judgement, take swift action.
- is able to lead and guide colleagues, reflect critically on own practices and adjust own practices under guidance.
- is able to identify, evaluate and refer to information and relevant literature and present it so as to elucidate a given problem.

General competencies

The candidate

- has an insight into professional ethical issues, particularly with regard to responsibility, respect and perspectives of power.
- is able to plan, manage, execute, document and reflect on educational activities relating to the content and tasks of kindergartens in line with ethical standards and guidelines and based on research and experience-based knowledge.
- masters the Norwegian language, both Bokmål and Nynorsk, in a competent manner in a professional context.
- is able to include global, national, regional, local and multicultural perspectives built on respect and tolerance in the kindergarten's work.
- has a capacity for change and development, is able to lead educational development processes and contribute to new thinking and innovation processes for tomorrow's kindergarten.
- is able to communicate key relevant literature verbally and in writing, is able to engage in professional discussions on the various aspects of the course of study and to share his or her knowledge and experiences with others.

Section 3. Structure and content

The programme structure should ensure progression in a comprehensive vocational course of study.

The kindergarten teacher education programme comprises six areas of knowledge as well as specialisation and a bachelor thesis. The first two years of study should take on a uniform structure to allow for mobility after the second year. Each area of knowledge must be profession-orientated, and it should integrate relevant educational, professional and didactic knowledge adapted to the kindergartens' different learning areas.

Pedagogy should be a central and connective subject incorporated into each area of knowledge, and it should have particular responsibility for ensuring progression and for making the course of study profession-orientated.

The areas of knowledge and specialisations should be research-based and rooted in a research-active professional community. The areas of knowledge should be structured and assessed as integrated modules.

The course of study should be structured as follows:

Year of study		Pedagogy	Practice	Study credits
Years 1 and 2	Area of knowledge: Children's development, play and learning.	Integrated in all areas of knowledge.	Minimum 100 days integrated in all areas of knowledge. 75 days in the first two years and 25 days in the last year of study.	20 study credits
	Area of knowledge: Society, religion, beliefs and ethics.			20 study credits
	Area of knowledge: Language, text and mathematics.			20 study credits
	Area of knowledge: Art, culture and creativity.			20 study credits
	Area of knowledge: Nature, health and movement.			20 study credits
	The institutions should heighten focus on one or two of the areas of knowledge in the first two years of study.			20 study credits
Year 3	Area of knowledge: Leadership, co-operation and development.			15 study credits
	Specialisation.			30 study credits
	Obligatory bachelor thesis.			15 study credits

The practice period should be supervised, varied, assessed and form an integral part of every area of knowledge and specialisation. The practice period should last a minimum of 100 days. Ninety-five days should be spent in a kindergarten, and five days should focus on the transition between kindergarten and school. Seventy-five days should be taken in the first two years and 25 days in the last year of study. There must be progression in the practice period.

The specialisation module should build on the areas of knowledge, and it should help ensure professional progression and boost skills that are relevant to working in kindergartens.

The educational institution should make arrangements for the students to take a semester abroad in the third year of study.

The bachelor thesis should be profession-orientated and thematically linked to the areas of knowledge or the specialisation module. The thesis along with an introduction to the theory of science and scientific method should make up a total of 15 study credits.

Section 4. National guidelines, quality indicators and programme plan

The institutions should adhere to the national guidelines and quality indicators for kindergarten teacher education programmes. Based on these Regulations and the national guidelines, each institution should prepare programme plans for its kindergarten teacher education programme, to include provisions on academic content, practice placements, organisation, working methods and assessment procedures. The programme plans should be adopted by the institution's board.

Section 5. Exemptions

Exams or tests taken as part of a course of study other than the kindergarten teacher training programme may give grounds for an exemption, cf. Section 3-5 of the Act Relating to Universities and University Colleges. Education programmes that may qualify for an exemption must include pedagogy and practice placement, and they must incorporate subjects/studies relevant to kindergarten teaching, cf. Section 1.

An exemption from testing in either Bokmål or Nynorsk may be granted to students who were not assessed in both language varieties in upper secondary. Equivalent exemption rules apply to foreign students who did not complete upper secondary education in Norway.

Any exemptions must be stated on the student's diploma.

Section 6. Entry into force and transitional rules

The Regulations shall come into force on 1 July 2012. The Regulations apply to students who enrol in the 2013–2014 academic year or later. For students at institutions which have applied and been granted permission to launch kindergarten teacher education programmes under this Framework Plan in the 2012–2013 academic year, the Regulations shall come into force with immediate effect.

Students who are following previous Framework Plans are entitled to sit their exams under those Plans until 31 December 2017. From that date the Regulations of 13 December 2005 no. 1448 Relating to the Framework Plan for Preschool Teacher Education shall be annulled.