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Study plan

Norwegian Early Childhood Education and Care, Theory and Practice

20 ECTS

2015-2016

DronningMaudsMinne
HØGSKOLE FOR BARNEHAGELÆRERUTDANNING

Title:	Norwegian Early Childhood Education and Care, Theory and Practice
ECTS:	20
Full time / part time	Full time
Type of study	Bachelor level
Number of weeks	Approx.13 weeks
Language of instruction	English
Grade:	Letter grade (A-F)
Start semester	Autumn or Spring
Fees	No fees for students from partner institutions. Fees for other students will apply, please contact the international coordinator for more information.
Admittance	15 May/15 October
Academic coordinator	Marit Hallset Svare
Administrative coordinator	Anne Sine van Marion
Approved by the Board	18.04.13
Last revised	International coordinator Anne Sine van Marion 13.06.13

Brief introduction to the programme

The programme is a comparative, theoretical and practical approach to early childhood education and care in Norway. The programme provides experiences, insight and knowledge about everyday life in Norwegian early childhood education and care institutions. Simultaneously the students will be introduced to the Nordic view on play and learning, the close relationship to nature, as well as children's rights to participation.

The basic values of the programme

The programme is based on an understanding of children that emphasizes children's participation and children's competences, a societal view that emphasizes responsibility for the environment and sustainable development, and a view on culture that embraces both cultural heritage and cultural criticism. The programme gives the students an insight into children's culture and the formative influences that are part of the processes in a child's development. The Norwegian society may still be categorised as quite homogeneous. However, increasing numbers of multi-cultural groups of children lead to more emphasis on inter-cultural work. Core values in this work are respect, creativity, dialogue and wondering.

Other values fundamental for this course are gender equality and equality between all people in a social and ethnic diversity. Accompanying this are moral values which constitute the foundation for a modern democracy, and are in accordance with the United Nations (UN) Human Rights. The UN Convention on the Rights of the Child (UNCRC) forms the ethical foundation by emphasizing the child's rights to a life that allows a physical, spiritual, moral and

social development. In addition it is also a foundation for developing an understanding of the values inherent in religious cultural traditions.

Target group

The programme is designed for visiting students in Norway on 13 weeks of exchange.
It is free for students from institutions with an exchange agreement with Queen Maud University College (QMUC).

Admission

Students have to be enrolled in early childhood education and care (ECEC) studies at their home institution. The home institution nominates students for the exchange programme. Students send in their application with copies of reports of marks from all finalised subjects at their home institution and letter of motivation. A registration form is filled in by the students after admission is granted.

Further information

All students outside the EU/EEU are required to send a copy of a recent tuberculin test (not older than 3 months). The tuberculin test result must be negative for the student to be admitted to QMUC.

Learning Outcome

Learning outcome after completing this course, the student

- Has knowledge about ECEC settings in Norway and central documents governing these
- Has sound knowledge of children's rights and knows what signifies an inclusive and learning environment in ECEC settings.
- Is able to use her professional skills in play and learning activities

Organisation, Teaching and Working methods

Theory and practical training

The programme is part of a professional education where theory and practice form two equal sources of knowledge which are inter-related. The programme is a platform for a reflexive meeting between theoretical subject knowledge, practical skills and professionalism, and the three areas of competence should be seen as a holistic unit. Therefore, parts of the programme will be practical training in an ECEC setting.

Mentored practical training

During the course the students will gain experience with planning, carrying out and evaluating pedagogical work in the ECEC institution, and gain experience with the preschool teacher profession. Tutoring of the practical training is a joint responsibility for all teachers during the course. The students will have 35 days practice experiences throughout the programme of 13 weeks. The practice tutor at the college has the coordinating responsibility for the students during their practical training, and the practice mentor in the ECEC setting is responsible for the practical training in the ECEC setting.

Practical Training	Duration
Early Childhood Education and Care Setting 0-5 years	34 days
Primary School 6-8 years	1 day

Responsibility for own learning
Students are expected to take joint responsibility and to have a joint influence during the programme. They are required to work independently and actively to be well prepared for co-operation with children, colleagues, parents and the community, both during the study and in a lifelong learning process. In addition to lecturers and other teacher initiated activities, the students have to take responsibility to acquire knowledge of the contents of the course through self-study, groups, as well as individual work.

Student participation
All teaching throughout the programme is compulsory. In order to have the various parts of the course approved and to take the final exam the students have to fulfil all compulsory assignments, the requirement of mandatory attendance included.

Students who have not got the compulsory assignments approved will not be admitted to take the final exam.

Subjects	**ECTS credits**
Nature and Outdoor Activities	2
Art/Drama/Music	3
Norwegian	4,5
Education/Pedagogics	5,5
Norwegian Culture and Society	3,5
Religion, Philosophies of Life and Ethics	1,5
Total ECTS credits	**20**

Assessment and compulsory course work
For information regarding assessment and compulsory course work, please consult the course descriptions.

The assessment in the programme is two-fold; two parts for the course Norwegian Early Childhood Education and Care, Theory and Practice.

NECEC2100 Norwegian Early Childhood Education and Care, Theory and Practice
The students will do a tutored practical training period of 34days in an ECEC setting. At the beginning of this period, the student together with the tutor set objectives for the training. These objectives will constitute the basis for the tutoring and for the 4800-word written assignment the student writes towards the end of the training.

The practical training constitutes 60 % of the grade for this part of the course.

The students will write a written assignment of 4800 words. Part 1 (3600 words) will reflect on the practical training period and the development the student has undergone. This reflection must include theoretical considerations. Part 2 (1200 words) is an in-depth comparative reflection on a phenomenon or issue in Norwegian ECEC settings that is markedly different from the experience from their home country.

This part of the exam constitutes 40 % if the grade for this part of the course.

Transcript of records

At the completion of the programme QMUC issues a Transcript of Records where the letter grades for the whole course of 20 ECTS is given.

Course description

Course code	**NECEC2100**
Course title	*Norwegian Early Childhood Education and Care, Theory and Practice*
Level	Bachelor
Credits	20 ECTS
Teaching semester	Autumn 2013/Spring 2014 (the course is offered every semester)
Language of instruction	English
Required previous knowledge	See under «admission»
Recommended previous knowledge	
Learning outcome	At the end of the course the student has developed knowledge, skills and competence within the following areas: The ***theoretical part*** The student: • Has gained a deeper understanding of society, children and childhood. • Has got an understanding of Norwegian childhoods and child cultures and can compare this with experiences from own country. • Has an insight in the UN Convention of the Rights of the Child. • Has an understanding on the condition under which children grow up in Norway both regarding legal framework, attitude to children and childhood and an outdoor way of life. • Is familiar with local cultural activities for children, and how everyday life for children is organised. • Has reached comparative and historical perspectives on growing up. The ***practical training*** The student: • Has shown interest, ability and competence in interacting and communicating with children, their parents and the staff. • Has developed knowledge of views on children and pedagogical practise in another culture, and is able to reflect on and compare this in relation to their own culture's pedagogical practise. • Has gained an insight into the relevance and the conditions for play and interaction. • Has gained an insight into the view on the relationship between play and learning. • Has knowledge about how children use the indoor and outdoor

	space in their free play. • Has shown interest and ability to use these spaces in his/her pedagogical planning. • Has understood the significance of nature and outdoor space on play and learning in Norway. • Has shown ability to plan, carry out and evaluate a project about his/her own country in the ECEC setting. • Has shown ability to lead small groups of children in various activities in the ECEC setting. • Has shown ability to see links between theory and practise in Norwegian ECEC settings. • Has shown independence and own initiative in the daily work in the ECEC setting.
Course content	See "Programme description"
Learning methods and activities	See «Organization, Teaching and Working methods»
Compulsory assignments	The following compulsory assignments must be approved before the student may be admitted to take the final exam: - Oral presentation of own preschool teacher education, ECEC system and own country - A minimum of 4 written documents for mentoring sessions - Participation in excursions - 2 reflective reports of 2 pages from excursions (more details given in class) All teaching throughout the course is compulsory. For the theoretical part of the course, student participation is 80 %. The practical training (PT) teacher in the ECEC setting takes absence during the training and should be notified immediately about absence by the student. With successive days of absence of more than three days, a medical certificate is required and should be given to the PT teacher who will forward it to the PT tutor at QMUC. If the total absence exceeds 30 per cent, the student fails the PT. If the total absence during the practical training period is between 20 and 30 per cent, the student has to catch up with parts of the training. The decision will be made by the head of PT, the PT tutor and the PT mentor. If the PT mentor is absent more than 3 days the Head of PT is notified by the Head Teacher at the ECEC setting.

Exam	**Weight**	**Duration/scope**	**Aid**	**Grading scale**	**Examiner**	**Time**
Practical training	60 %	34 days of mentored practical training. For more information see under "Assessment" in programme description.		A-F	Internal and external	Autumn or spring

Individual written assignment	40 %	4800 words. For more information see under "Assessment" in programme description.		A-F	Internal	Autumn or spring
Course coordinator		Anne Sine van Marion				
Course materials		Aase, A. (2008) : In search of Norwegian Values. In: Maagerø, E. and Simonsen, B (eds). *Norway: society and culture* (pp 13-27). Kristiansand: Portal Forlag Aase, S.L. and Aase, L. (2008). The history of Norway: A Long-Term Perspective. In: Maagerø, E. and Simonsen, B (eds). *Norway: society and culture*, pp 30-55. Kristiansand: Portal Forlag Angell, O.H. (2008): The Norwegian welfare state. In: Maagerø, E. and Simonsen, B (eds). *Norway: society and culture* (pp 102-124). Kristiansand: Portal Forlag Boyden, J. (1997). Childhood and the Policy Makers: A Comparative Perspective on the Globalization of Childhood. In: James, A. & Prout, A. eds. *Constructing and Reconstructing Childhood. Contemporary Issues in the Sociological Study of Childhood*, pp190-215**.** London: Falmer Press. 26 pages. Buaas, Ellen Holst (2004): From Nature to Culture: a joint Zambian-Norwegian project on Culture an Nature. Article handout Gelter, H. (2000). Friluftsliv: The Scandinavian Philosophy of Outdoor Life. *Canadian J. of Environmental Education*, 5, pp.77-92. Gunnestad, A. (2006). Resilience in a Cross-Cultural Perspective: How resilience is generated in different cultures**.** Journal of Intercultural Communication, April 2006. 29 pages. Gunnestad, A. (2003). Resilience – a new Approach to Children at Risk in the Southern African Situation. In: *Children's Rights in Early Childhood Education in Africa and Norway***.** Queen Maud's College, Trondheim. 15 pages. Hall, H. (1997). Contributions of the Arts to Children's Lives. In: Jalongo, M. R. & Stamp, L. N.: *The Arts in Children's Lives. Aesthetic Education in Early Childhood* (pp. 29-53)**.** Boston, Singapore, Toronto, Sydney, Tokyo, Singapore: Allyn and Bacon. 25 pages Hansen, A. (2008). Education in Norway – Equality, Nature and Knowledge. In: Maagerø, E. and Simonsen, B (eds). *Norway: society and culture* **(**pp. 125-136)**.** Kristiansand: Portal Forlag. Hughes, F.P.(2003). Spontanous Play in the 21st Century. In:				

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Nielsen, A.C.E. (2008). Trends in the Development of Norwegian Childhood. In: Maagerø, E. and Simonsen, B (eds). *Norway: society and culture* (pp. 195-206). Kristiansand: Portal Forlag.

Nilsen, R. D. (2008). Children in nature: Cultural ideas and social practices in Norway. In: A. James, & A. James (eds.), *European Childhoods. Cultures, Politics and Childhoods in Europe* (pp. 38-60). London: Palgrave.

Report on "*Children's rights in Early Childhood Education in Africa and Norway" 2003.* 138 pages.

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Strahler, A. N. & Strahler, A. H. (1984). *Elements of Physical Geography* (3rd Edition; 23 pages). USA: John Wiley & Sons.

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