



Education

- From Kindergarten to Upper Secondary and VET
- Quality; structure, processes and results
- Teacher professionalism

Latvia

21. - 22.05.15 v/ Marianne Lindheim, KS

NORWEGIAN EDUCATION SYSTEM

Child's age	Level	Administration/ ownership
1-6	Kindergarten	Municipality and private actors
6-13	Primary school	Municipality
13-16	Lower secondary school	Municipality
16-19	Upper secondary school and WET	County municipality and branches
19 - ...	University and university college/ high schools.	State

Kindergarten (Early Childhood Education)

- Ministry of Education and Research, the Directorate for Education and Training, The County Governors and the municipalities share the responsibility for the early childhood education.
- The municipalities are responsible for approving and supervising both public and private kindergartens in the municipality.
- Kindergarten owners, both public and private, are responsible for employing adequate and qualified staff.



Primary and Secondary School



- The Ministry of Education and research:
Education Act with regulations, contents and financing of primary and secondary education and training
- The Norwegian Directorate for Education and Training:
promote quality development, quality assessment, analysis and documentation in primary and secondary education and training, perform administrative tasks connected with primary and secondary education and training, and supervision of primary and secondary education and training.
- The County Governors:
supervision and dealing with complaints related to regulations, participation in quality development, information, guidance and various administrative matters.

Primary and secondary School

- The municipalities are the school owners and have the responsibility for operating and administering primary and lower secondary schools.
- County councils are responsible for upper secondary education and training and are the school owners at this level.
- Legislation and regulations, including the National Curriculum, form a binding framework. Within this framework the municipal and county authorities, schools and teachers have the responsibility to translate the curriculum into the local context and to make sure that the broad competence described in different pieces of the curriculum, is implemented.
- Each school has a head teacher and various boards, councils and committees.

Education ACT

- § 1-1 The Purpose of the Education
- § 2-1 The right and duty to elementary education
- § 3- 1 The right to upper secondary education
- § 4 Vocational training
- § 4A Education (elementary and upper secondary) for adults
- § 5 Special needs education
- § 6 Education indigenous people
- § 7 Transport and housing
- § 8 Organising the teaching
- § 9 Leadership, functions, equipment and teaching materials
- § 9a Learning environment, physical and psychosocial.
- § 10 Teaching Staff, competence requirements and competence development.
- § 11 Pupil and parent democracy – school advisory bodies
- § 12 Advisory committees for vocational training
- § 13 The responsibility for the municipality, the county municipality and the national government.
- § 14 Inspection
- § 15 and 16 Other relevant laws

The National Curriculum in Three Parts

1) A general part:

Elaborates on the purpose paragraph.
Includes the values and cultural basis for foundation school

2) Principles:

A social teaching plan and eleven binding points for the schools' educational work



3. Plans for each subject:

Provides guidelines on what is to be taught
Sets competency targets for each subject at 2nd, 4th, 7th and 10th grade

5 basic skills:

In all subjects, a pupil should be able to:

Oral skills

Literacy

Writing skills

Numeracy

Digital skills

Continuous assessment 1st – 10th grade

- The students should know what the learning targets are and what will be emphasised in the assessment of their competencies.
- Assessment for learning
- Assessment with grades in 8th to 10th grades
- Assessment with grades should be given twice a year.



National tests

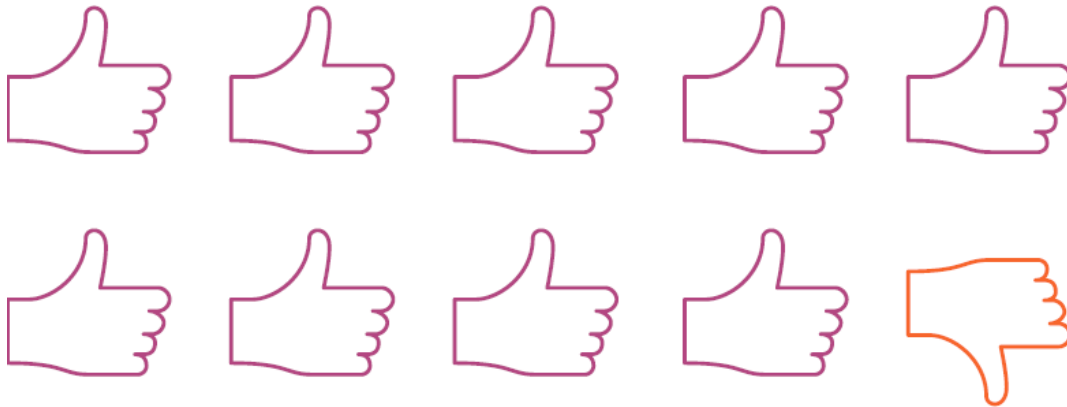
- Part of the system for school evaluation and school development
- Testing Literacy, Numeracy and English in grades 5, 8 and 9
- Support opportunities for further learning, development and improvement
- Data to be used in the evaluation and development at different levels of the education system.
- Public publication of the results
- Small schools/small cohorts can be exempt from the public results

Diagnostic tests 1st – 4th grade

- The purpose is to find the where to give extra help in the first school years.
- The tests are not subject-based, but in basic skills across the subjects.
- Both compulsory and optional diagnostic tests.



Student survey



9 in 10 pupils
enjoy school.

Teaching staff

Teachers have different types of education:

Early childhood education

Teacher for children in nursery and up to the 1st grade

(up to the 4th grade with additional education).

Minimum 3 years of education i highschool/ university college.

Elementary School teacher (Primary and lower secondary)

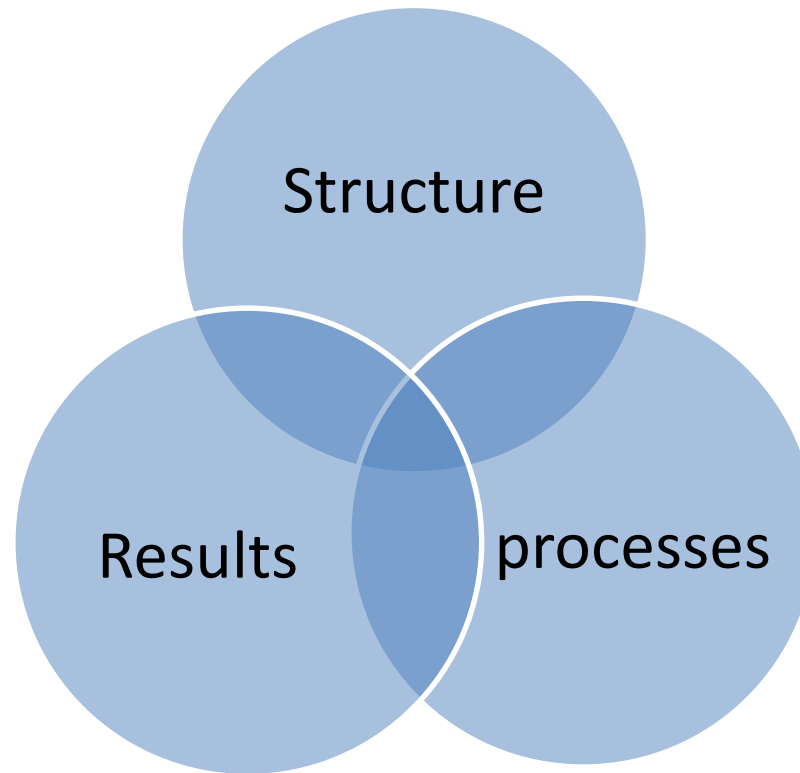
- Teacher for 1st to 7th grade
- Teacher for 5th to 10th grades.
- Minimum **4** years of education in highschool.

Teaching staff

- Secondary school teacher
Teacher for 8th to 13th grade. University education, bachelor or master with practical pedagogical training. Minimum 4-6 years of education.
- Lector
Teacher for 8th to 13th grades, most often the higher grades. University education, masters, with practical pedagogical training. Minimum 5-7 years of education.

Quality

http://www.udir.no/Upload/Rapporter/EducationMirror/The%20EducationMirror_english.pdf?epslanguage=no



Structural Quality

Resources
Physical Environment
Teacher Competence
School Structure

Process Quality

Dialogue
Experiences
Teaching
Organising

Result Quality

The broad
competence
described in the
Curriculum and
Education Act

How do we know?
How do we assess?
How do we use the knowledge about quality?
Who need what information?
Why?



Education Act §13-10

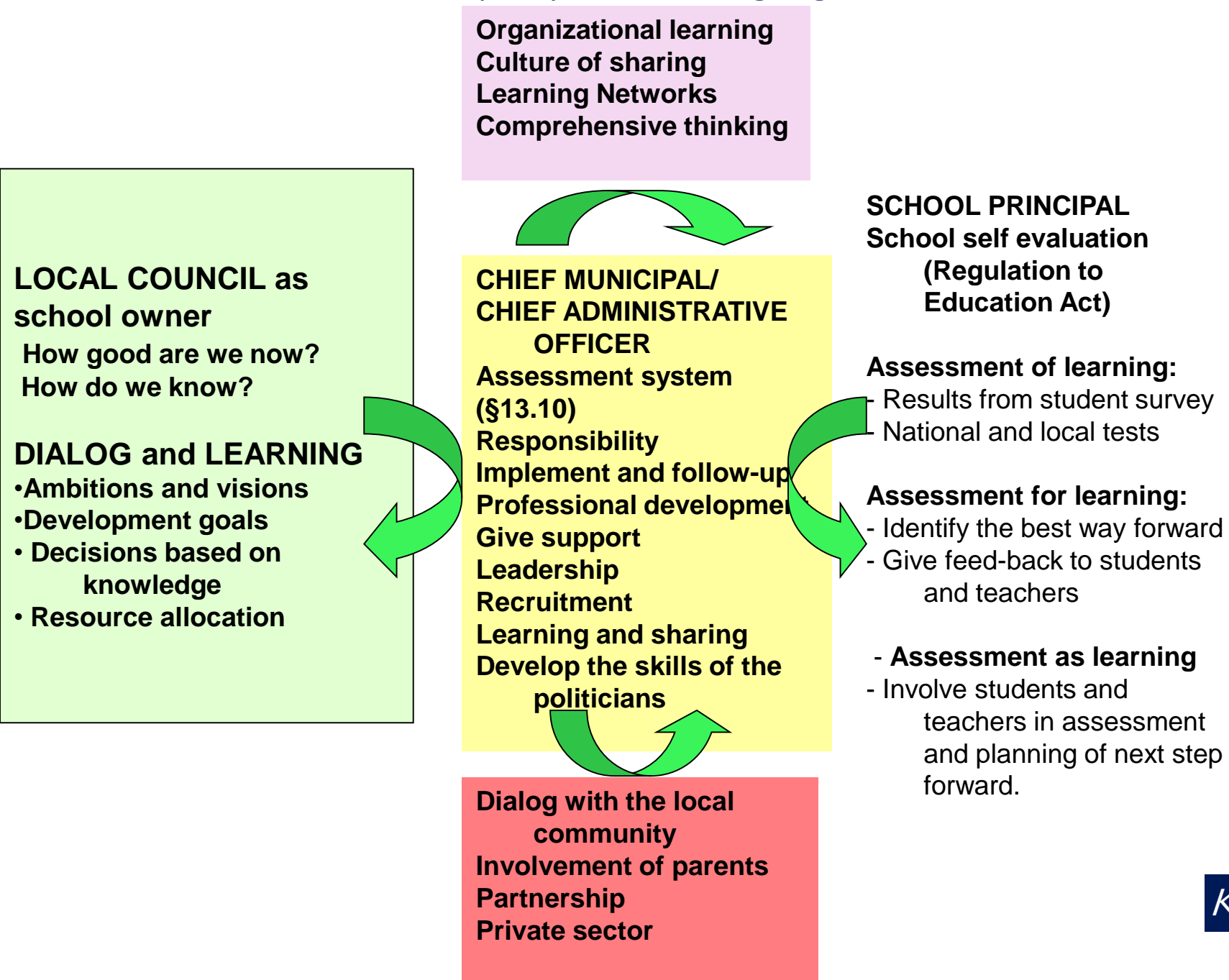
The municipality/ county authority and the school owner of a private school pursuant to section 2-12 shall have a satisfactory system for assessing compliance with the requirements of the Education Act and regulations issued pursuant to the Act, including the provision of the resources necessary for compliance with these requirements.

The municipality....shall have a satisfactory system for following up the results of these assessments and national quality assessments conducted by the ministry

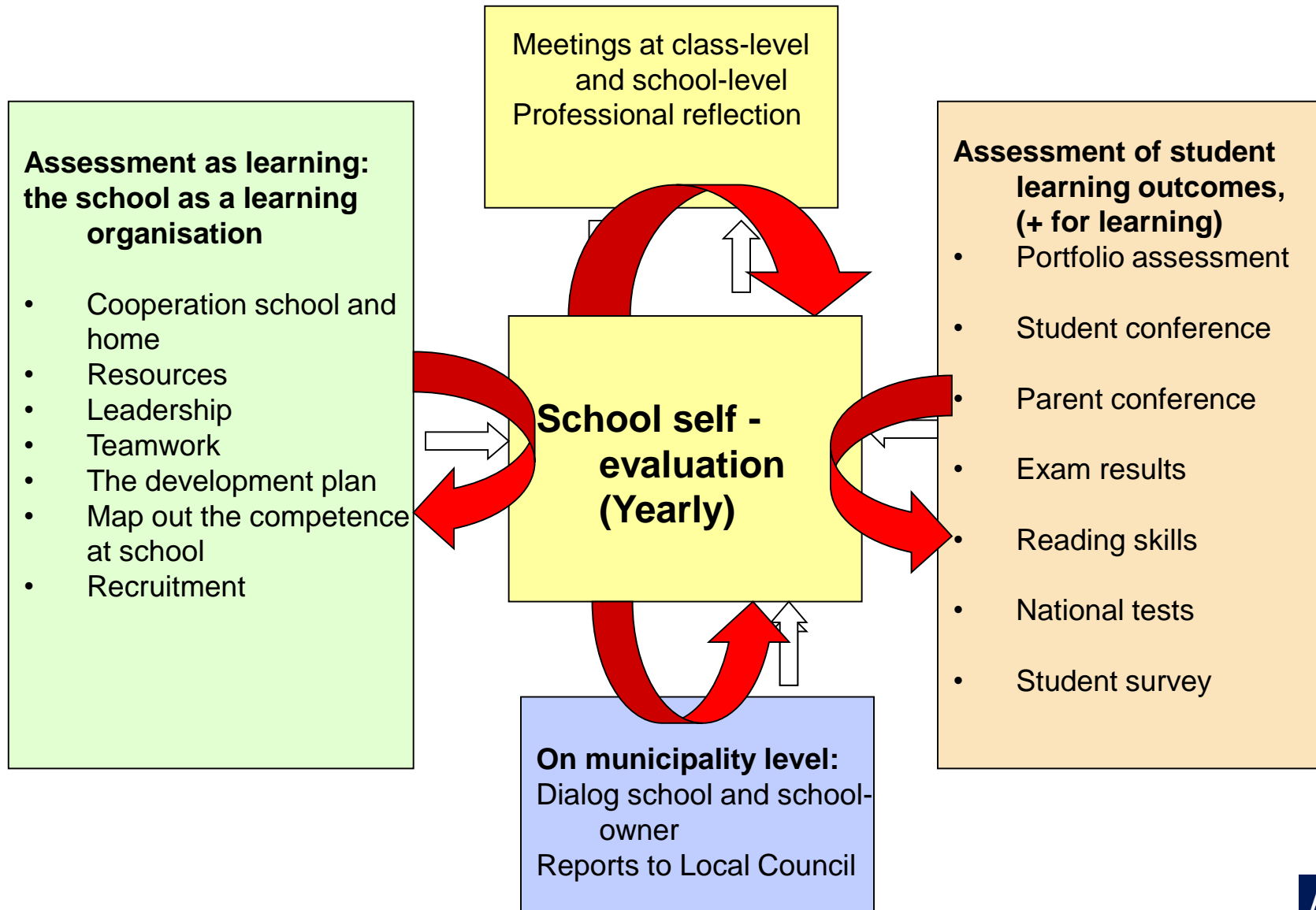
As part of the responsibility of following up the results of assessment, the municipalities are to produce a yearly report on the state of the education related to learning results, learning environment and drop-out. This report is to be presented to the local council.



The municipality as a learning organisation



School self-evaluation Regulation § 2-1



School structure – Quality or Emotions?



The trend is moving towards fewer, but larger schools across the country. Ten years ago there were nearly 400 more primary and lower secondary schools than there are today.

Municipalities with small schools spend more

Just as for kindergartens, diseconomies of scale generate higher costs per pupil in primary and secondary. Low numbers of pupils in each year group and small schools in municipalities with low population densities mean small classes and subsequently higher costs per pupil in terms of teachers' salaries. Even when excluding the cost of school transport, municipalities with small schools incur higher costs.

Education Mirror 2014

Class sizes remain largely unchanged

Another way of measuring the resource input in schools is to look at class/group sizes. The average group size in an ordinary teaching situation was 16.8 in 2013/14. Hours spent on special Norwegian tuition and special needs education are often disregarded, so that only group sizes in ordinary teaching situations are measured.

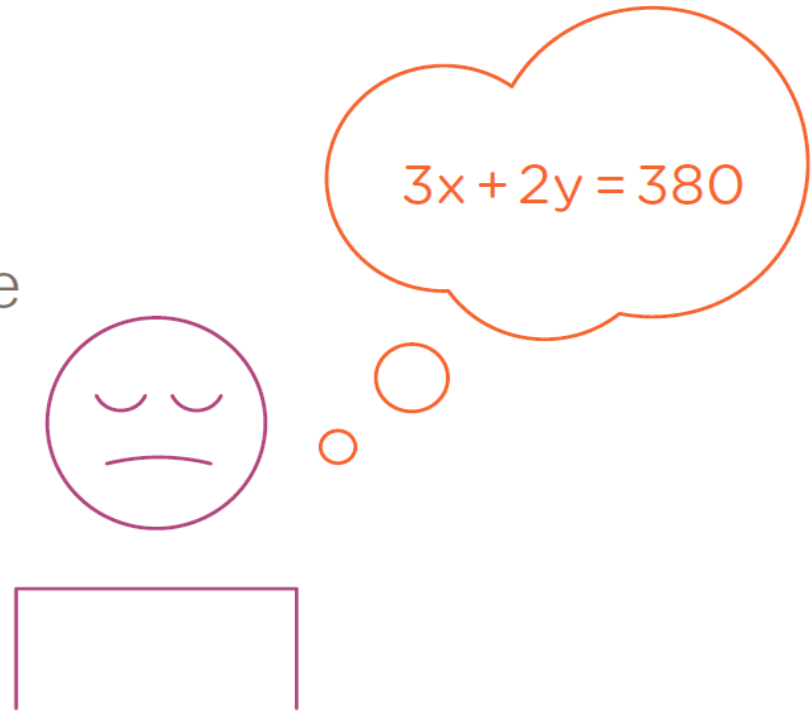
22 percent of pupils attend schools with more than 20 pupils per teacher, based on ordinary teaching situations.

Class size covaries with school size, which is the main reason why municipalities with low population densities and small schools incur higher costs per pupil, as described earlier in this chapter.

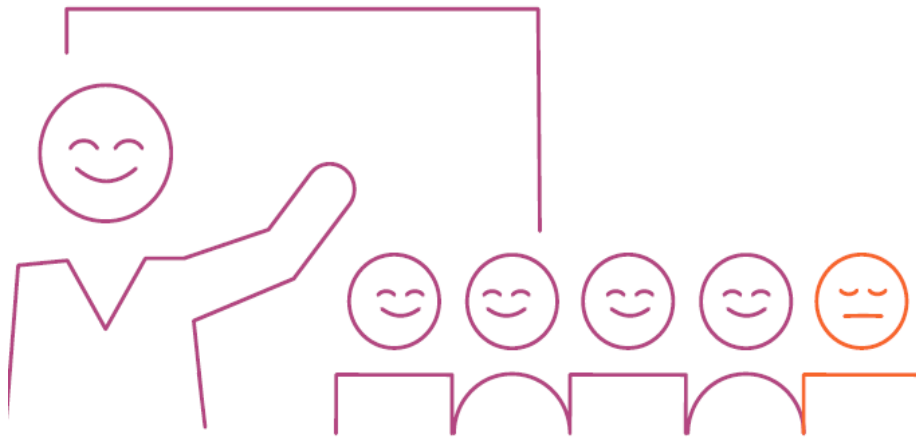
Education Mirror 2014

Quality; processes can affect results

Norwegian pupils report feeling low inner **motivation** in mathematics and that they lack **endurance** when encountering problems in the subject.



Teachers are important!

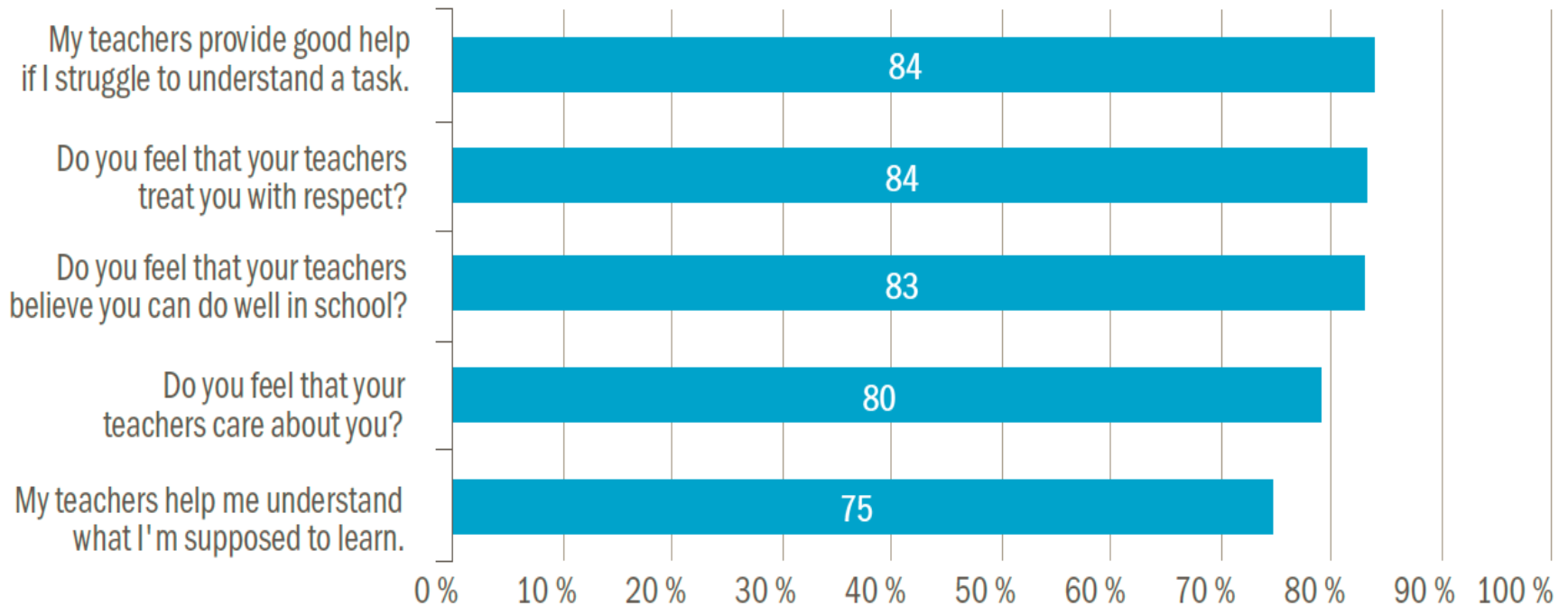


Relations between teachers and pupils have improved.

[Read more in chapter 5](#)

More than 80% of pupils say their teachers are supportive.

This is what the students say:



OECD Teachers' guide to TALIS



The skills that students need to contribute effectively to society are in constant change. Yet, our education systems are not keeping up with the fast pace of the world around us. Most schools look much the same today as they did a generation ago, and teachers themselves are often not developing the practices and skills necessary to meet the diverse needs of today's learners... Recognising that education is the great equaliser in society, the challenge for all of us is to equip all teachers with the skills and tools they need to provide effective learning opportunities for their students.



TALIS seeks to help with ...

Improve the societal
view of teaching as
a profession



Recruit top candidates
into the profession



Developing Teaching
as a profession

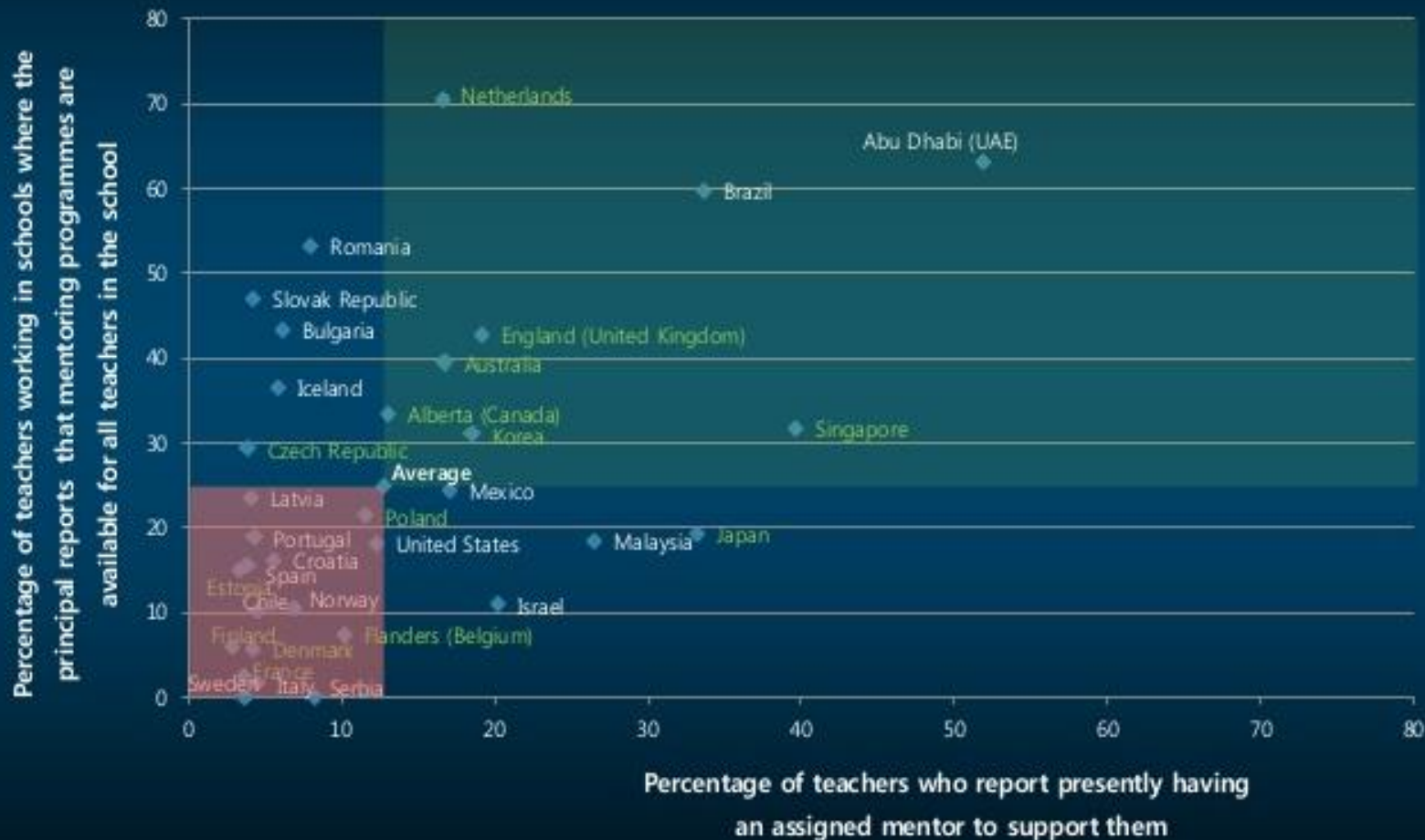
Retain and recognise
effective teachers –
path for growth



Support teachers in
continued
development of
practice



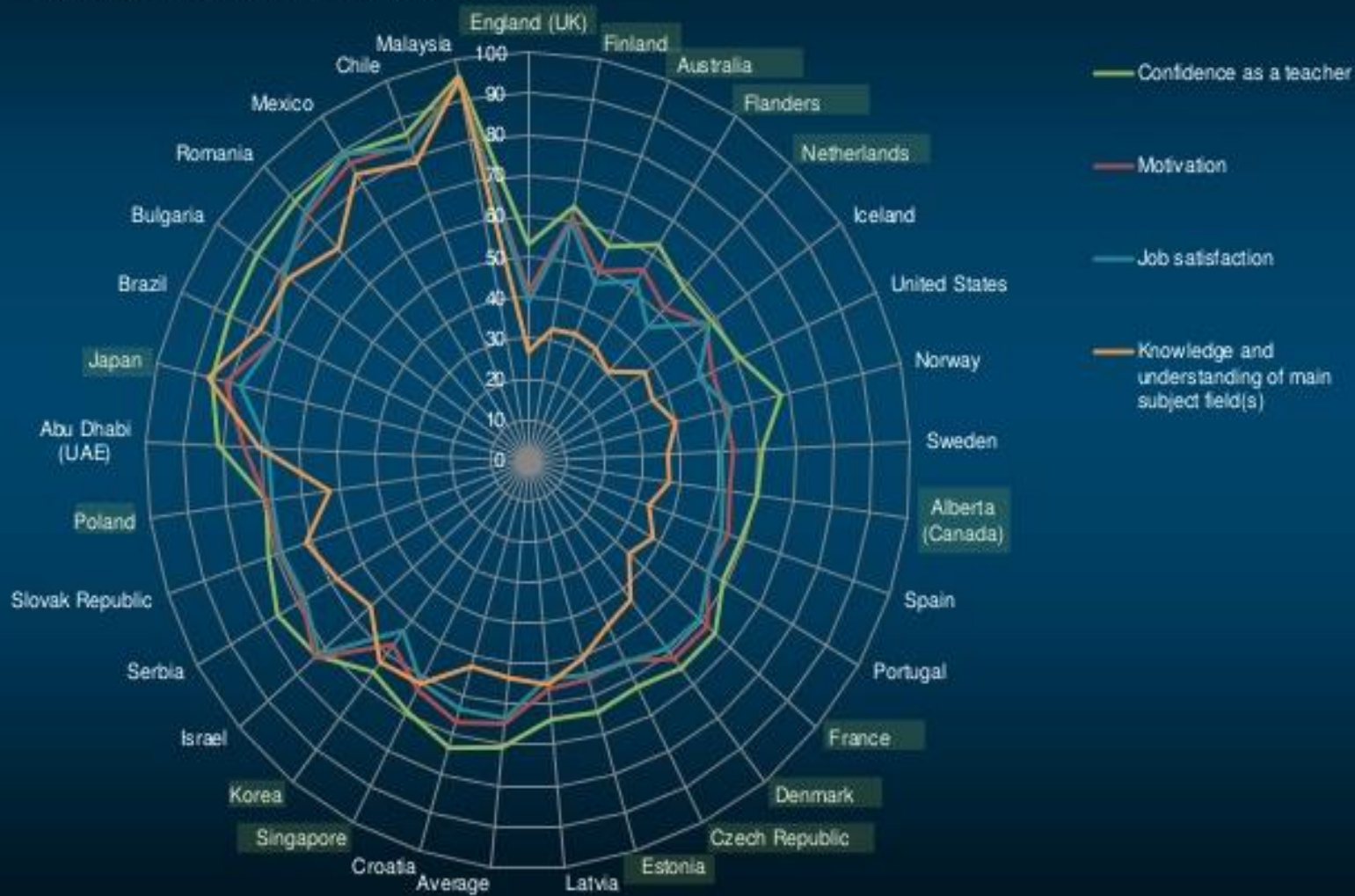
Not everywhere where principals say mentoring is available do teachers have mentors



	Feedback following classroom observation	Feedback following assessment of teachers' content knowledge	Feedback following analysis of student test scores
	%	%	%
External individuals or bodies	16	11	9
School principal	39	20	24
Member(s) of school management team	32	20	27
Assigned mentors	12	9	7
Other teachers (not a part of the management team)	24	15	18
I have never received this feedback in this school.	21	44	35

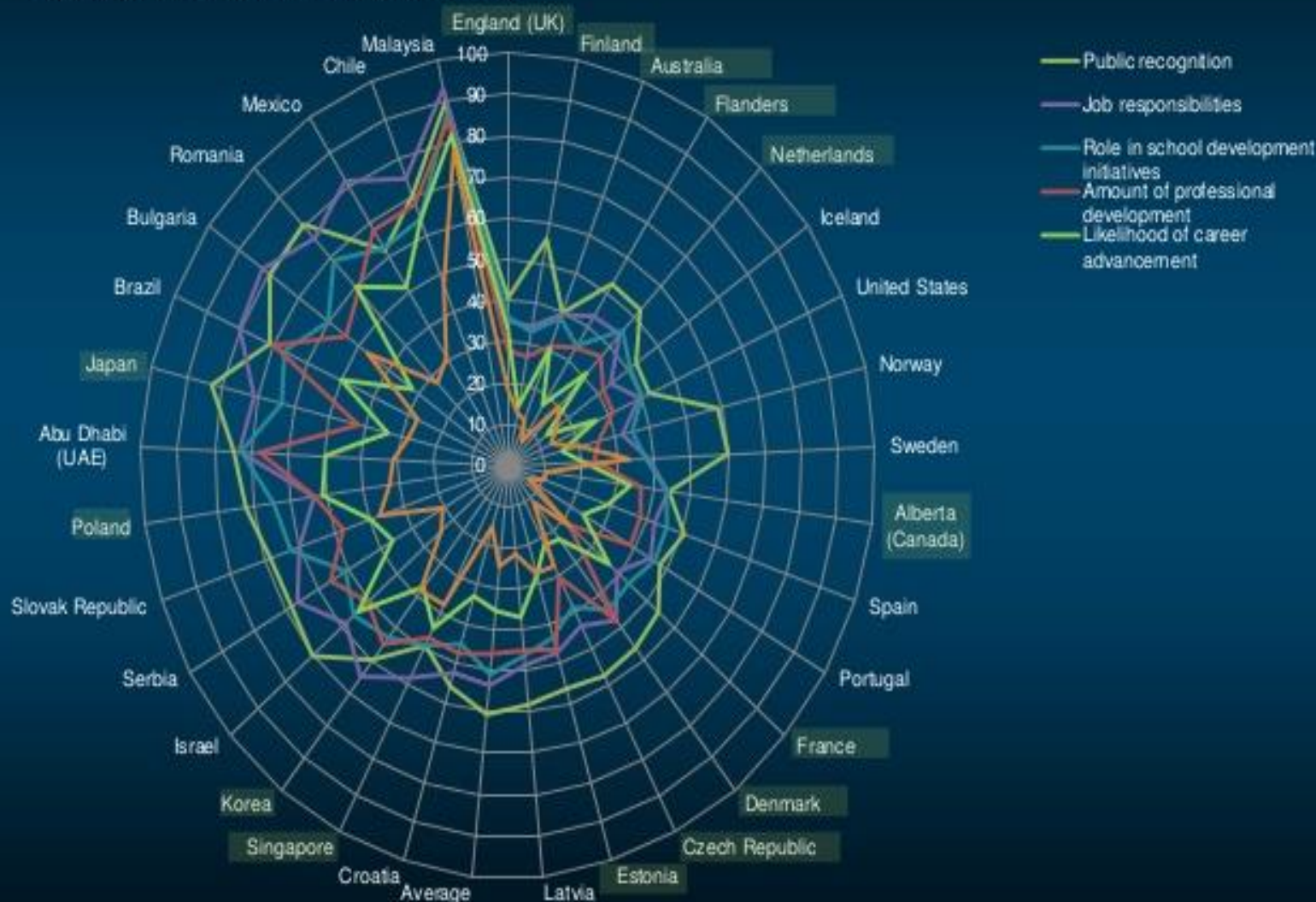
Outcomes of teacher feedback - Personal

Percentage of lower secondary teachers who report a "moderate" or "large" positive change in the following issues after they received feedback on their work



Outcomes of teacher feedback - Professional

Percentage of lower secondary teachers who report a "moderate" or "large" positive change in the following issues after they received feedback on their work

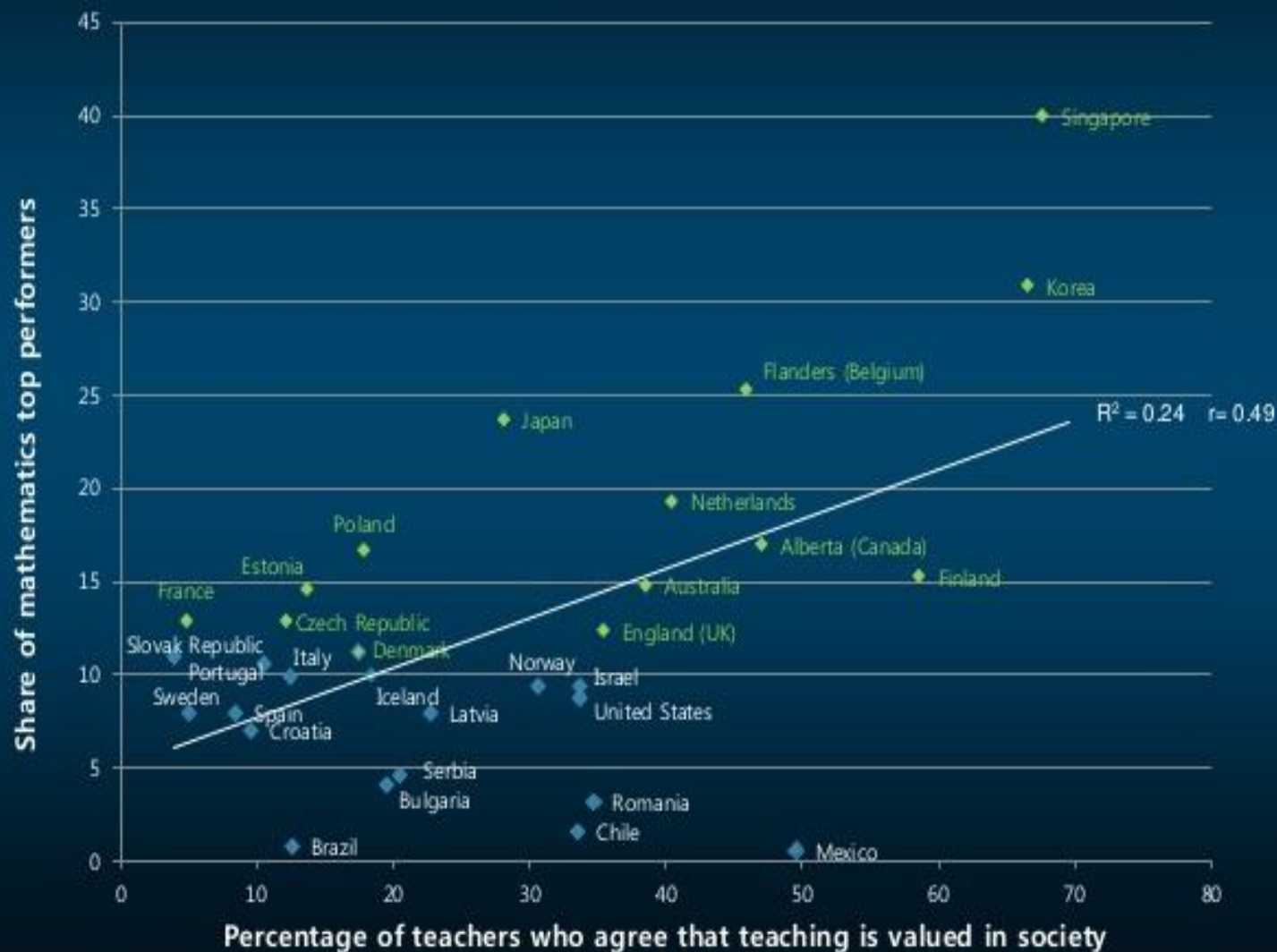


Percentage of lower secondary teachers who report **never** doing the following activities



Countries where teachers believe their profession is valued show higher levels of student achievement

Relationship between lower secondary teachers' views on the value of their profession in society and the country's share of top mathematics performers in PISA 2012



The more frequently that teachers report participating in *collaborative practices* with their colleagues,

the higher their level of *self-efficacy*.

The same is true for *job satisfaction*.



Michael Fullan

Table 1. Professional learning practices that need to be strengthened

Traditional practice	Practice strengthened by reorientation
Professional learning is an isolated event triggered by the individual teacher.	Professional learning is a routine practice within the school, involving all teachers.
Professional learning usually equates to attendance at an externally-provided conference or workshop.	Professional learning is promoted within the school by instructional coaches, structured meetings and forums, teaching demonstrations, workshops conducted by teachers and external experts, and other routine opportunities for formal and informal professional discussions.
The professional learning focus is on the acquisition of educational knowledge (eg, new theories, new policies and new research findings).	The professional learning focus is on the implementation of teaching strategies and techniques that make the biggest difference to student learning.

Strategi for Lower secondary Education in Norway

Motivation and Mastery for better Learning

This strategy shall contribute to...

...higher pupil motivation and learning outcome in the lower secondary school – enhancing the desire to learn in general, and raising skill levels in numeracy, reading and writing in particular

... teachers making teaching more practical and varied – through better class management and developing a culture for sharing, reflection and cooperation at all schools with lower secondary school classes

...school administrators giving priority to educational leadership and contributing to developing the school as a learning organisation

...school owners giving priority to the selected areas in their planning and development work, and actively supporting the schools' work of raising the quality of education

...regional/local networks coordinating and facilitating the priority efforts and contributing to exchanging experience and dialogue

...the university and university college sector (HE) contributing to school-based skills development and to developing the knowledge basis and the pupils' ability to provide practical and varied teaching

...national authorities preparing support and guidance material, facilitating school-based skills development and more cooperation

KS strategies and programmes



i samarbeid med



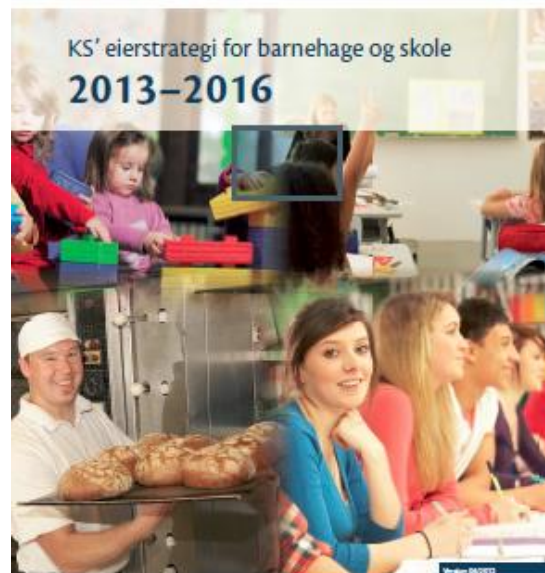
«Den gode skoleeier»

Kommunalt og fylkeskommunalt skoleeierprogram
for læring, medskapning og resultater



Oslo, august 2013

KOMMUNSEKTORENS ORGANISASJON
The Norwegian Association of Local and Regional Authorities



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