

Прилог 6.1

Telemark University College

Telemark University College (TUC) is a higher education institution. It is the fourth largest of the 24 state university colleges. There are campuses in Bo, Notodden, Porsgrunn and Rauland. The number of registered students is approximately 5 500 and the number of staff is about 500.

Telemark University College offers one-year programmes, bachelor programmes, 4-year teacher's certificate, master programmes and a Ph.D programme.

Telemark University College was founded on August 1st 1994, as a result of a merger between four regional colleges.

There are four faculties: The Faculty of Arts and Sciences, The Faculty of Art, Folk Culture and Teacher Education, The Faculty of Health and Social Studies and The Faculty of Technology.

TUC is 100% state-owned institution established under the act relating to universities and university colleges.

For information on accreditation, see: www.hit.no/english/Information-for-International-Partners/Accreditation

<http://www.hit.no/english/About-TUC>

BA Pre School Teacher Education, Notodden, bachelor

Introduction

The curriculum for the three-year BA in Pre-School Teacher Education at Telemark University College builds on the national curriculum for pre-school teacher education established by the Ministry of Education and Research on 3rd April 2003. The curriculum is a binding document for teachers and students, and the intention is that they will use it to develop an effective pre-school teacher education study programme.

Target Group and Admission Requirements

General admission requirements/ prior experiential learning.

Aim of the Programme

The study programme for the three-year BA in Pre-School Teacher Education at Telemark University College builds on the national curriculum for pre-school teacher education established by the Ministry of Education and Research 3rd April 2003. The curriculum is a binding document for teachers and students, and the intention is that they will use it to develop an effective pre-school teacher education study programme.

Being a pre-school teacher is a responsible, diverse and demanding profession. It involves planning, organising and leading pedagogical activities for children, being a constructive leader and a reflective partner for work colleagues, parents and other people.

The study programme consists of a number of different subjects which together form a complete pre-school teacher education. The study programme aims at developing the student's academic, didactic, social, development and professional-ethical skills. The student will meet many challenges, both physical and mental, in the various subjects and subject groups. Each student is expected to actively participate in all aspects of the study programme. Emphasis will be given to developing the student's independence, creativity, ability to reflect and lead. Students are expected to actively participate in base groups and study groups, and to ask questions and reflect on the syllabus material, teaching and activities. Teachers will also function as supervisors throughout the course of the study programme, but it is the responsibility of the individual student to take advantage of this opportunity for supervision. The study programme will provide students with the skills needed to work with children in kindergartens.

Telemark University College aims to educate pre-school teachers who:

- Are able to relate to children, parents and colleagues in the context of both today's and tomorrow's society
- Are able to communicate effectively both in writing and orally
- Are able to apply theoretical knowledge in a practical context
- Are able to engage in flexible and creative thinking
- Have the ability to lead children and adults
- Are able to master ICT skills and communications tools and acquire information
- Are proud of their profession
- Are able to maintain a multicultural perspective (in the kindergarten)

The pre-school teacher programme emphasises:

- The student's personal growth and development
- Practical training as a source of knowledge
- Close cooperation with kindergartens
- Theoretical knowledge
- Knowledge of cultural diversity
- Interdisciplinary work

Professional education

Professional education

The pre-school teacher programme is a professional education in which the student's work throughout the programme is aimed at future professional roles as: pre-school teacher, pedagogical leader and administrator. The study programme consists of a combination of subject and subject-didactic courses, pedagogy and supervised work in the practice kindergarten and the primary school. Interdisciplinary themes/topics provide this professional education with a wide scope of expertise. The following aspects ensure the quality of the programme:

Pedagogy will mainly provide the student with an understanding of how children learn and develop in a positive environment. The subject will also contribute to each individual student gaining experience in planning and organising to provide the optimal environment for the social development and personal growth of the individual child and groups of children. This will be based on knowledge of general didactics and teaching theory. In relation to both content and working methods the teaching theory is primarily aimed at work in kindergartens.

In the *subject courses*, students will gain a solid understanding of specific subjects and how to utilise this knowledge in the context of the individual child and the needs of the group of children in relation to their ages and development. The study programme will also heighten the individual student's awareness of how academic knowledge forms a part of the individual child's overall development.

Subject didactics is included in all the subjects. The role of subject didactics is to show how academic knowledge may be related to the child's level of development and form a part of overall thinking in relation to the individual child and characteristics of the group of children. It analyses the unique characteristics of the subject and its content, working methods and aims, so the student is able to assess what part of the academic content may be used in a developmental context for children six years old and below.

All of the subjects in the Pre-School Teacher Education relate to the new reform programme, The Kindergarten Promise (*Barnehage_loftet*). Fundamental skills, changes in the professional role, and basic values in the teaching profession are considered in the context of the national curriculum for kindergartens (R06).

The periods of teaching practice cover 20 weeks, aiming to give this professional education a practical orientation. Students, teaching practice mentors, the teaching-practice kindergartens and the university college's teachers share joint responsibility for organising effective cooperation between the practical training and other teaching. Please refer to the separate curriculum for this part of the programme: "Practice Plan".

Further Education opportunities

Telemark University College offers the following Master's degree programmes: Art & Design Education; Physical Education; Sport & Outdoor Life Studies; Cultural Studies; Environmental Health; and Norwegian Traditional Arts.

The Faculty of Art, Folk Culture and Teacher Education has considerable experience within the following areas:

- *Artistic activities*, which will provide a foundation for pursuing a Master's degree programme in Art & Design Education (offered by the faculty).
- *Physical education and the natural sciences* which may provide a foundation for pursuing a Master's degree in Physical Education, Sport & Outdoor Life Studies (offered by the Faculty of Arts and Sciences).

Curriculum and structure

Mandatory courses

Code	Course title	Credits O/V *)		Credits pr. semester					
				S1(A)	S2(S)	S3(A)	S4(S)	S5(A)	S6(S)
45PD130	Pedagogy	45.00	O	10	10	7.5	7.5	5	5
10FPMAT	Mathematics	10.00	O	5	5				
10FPDRA	Drama	10.00	O	5	5				
10FPFO	Art and Crafts	10.00	O	5	5				
10FPMUS	Music	10.00	O	5	5				
15FPNO	Norwegian	15.00	O			7.5	7.5		
15FPFYS	Physical Education	15.00	O			7.5	7.5		
15FPNAT	Natural Sciences and Environmental Issues	15.00	O			7.5	7.5		
10FPFS	Social Studies	10.00	O					5	5
10FPKRL	Christianity, Religion and Ethics	10.00	O					5	5
Total:				30	30	30	30	15	15

*) O – Mandatory course. V – Optional course

Optional Courses

Code	Course title	Credits O/V *)	Credits pr. semester
30DRAMA	Drama	30.00	S
30FOF0	Arts and Crafts – Specialisation for Pre-School Teachers	30.00	S
30UTEFAG	Outdoor Activities, post-graduate specialisation for pre-school teachers	30.00	S
30SMAB	Nursery Pedagogy – specialisation for pre-school teachers	30.00	S
30BALED	Organisation and Leadership, specialisation for pre-school teachers	30.00	S
Total:			

*) O – Mandatory course. V – Optional course

The Pre-School Teacher Education programme is a 3-year course of studies which culminates in a Bachelor's degree comprising 180 ECTS. It qualifies successful candidates primarily for pedagogical work in the kindergarten, as well as for work in institutions which accommodate children of six years and under.

The programme's range of subjects provides a well-rounded education, and contributes to the training of qualified pre-school teachers. The total amount of practical training during the course of the programme consists of 20 weeks. All the subjects will be related to the period of practical training, and will ensure that the student when qualified will be prepared to meet everyday situations in the kindergarten. The study programme will provide an introduction to fundamental ethical approaches, research-methodological approaches and scientific theory equivalent to 10 ECTS credits.

Each class will be allocated a contact teacher who will be responsible for advising the student.

Interdisciplinary themes/topics

The specific theme functions as a "red thread" throughout the academic year. All the subjects of the year-level will contribute to shedding light on the theme. The kindergartens in which the students are placed to carry out their practical training will also function as important partners involved in working with the theme. Each year-level will include obligatory subjects which will involve all the subjects.

Theme for 1st year of programme: The Child, the Pre-School Teacher and the Kindergarten as a Social Institution

In the first semester, the students will become acquainted with the various tasks and responsibilities of the pre-school teacher, the kindergarten as a social institution, and the child's daily activities in the kindergarten; this is related to the teaching and the contact with the practical training kindergartens.

Theme for the 2nd year of the programme: Play, Learning and Social Interaction

Play is of great importance for the well being of the child and its development and learning. The child learns in various situations, child-child and child-adult. An obligatory project will be completed, which will involve all the subjects. The topic of the project will be one of the main themes of focus during the period of practical training.

Theme for the 3rd year of the programme: The Pedagogical Leader and the "Well-Functioning Kindergarten"

During the last year of study, leadership, and the kindergarten as an effective development and learning environment for children and adults, will be focused on. Students will have, through the first two years of study, acquired knowledge and experience both in theory and practice. During the last year of study, students must become aware of the importance of the pedagogical leader's role and how they can participate in creating a "well-functioning kindergarten" for the child, parents and the personnel. The specialisation subject and pedagogy include the writing of a bachelor's thesis.

Theme days will be arranged in connection with *deficit of care*.

Cooperative partners

The faculty has an agreement with *Telemarksgalleriet* (The Telemark Gallery). This provides students with free admission to all the gallery's exhibitions, including registration. The gallery's exhibitions may be used across the various subjects in different contexts in relation to the study programme.

ICT

Students will be given a course in Classfronter, a web-based platform for learning, which is used by the faculty. In the web-based part time programme, Classfronter is used as a tool to supplement the teaching given at the campus. In the regular pre-school teacher education study programme, Classfronter is used by teachers and students for assignment writing, submission of work, facts-tests, and as a channel for information.

Basic reading, writing and arithmetic skills (the '3 Rs')

This instruction will be given priority with a focus on foundational and preparatory work in the kindergarten.

The subjects Norwegian and Mathematics will have a special responsibility in instructing and organising the student's acquirement of knowledge, while pedagogy will supplement with knowledge of a more general nature.

Internationalisation

The study programme provides students with the possibility of taking 30 ECTS (one semester) at an educational institution abroad. In addition, Telemark University College is associated with NORDPLUS, which offers students the option of studying for three months at an equivalent educational institution in Denmark, Finland, the Faeroes, Iceland, or Sweden. This exchange may be accommodated at various points during the course of the study programme.

It is also possible to apply to take the practical training part of the programme abroad.

Measures aimed at minority language students

The national curriculum for teacher education states that schools and kindergartens have a need for the skills which minority language students are able to offer. At the same time, minority language students have a need for extra instruction with regard to oral and written communication and in working with the various subjects. On the basis of the individual needs of this student group the university college is able to offer extra support within these areas in order to help students successfully complete the programme. Exemption may be given for one of the two Norwegian language variants in accordance with §7 in the national curriculum regulations.

Students from abroad on exchange programmes at Telemark University College/The Faculty of Art, Folk Culture and Teacher Education will be offered a basic course in Norwegian (maximum 50 hours).

Exemption/adaption

Students must at all times follow the guidelines and requirements of the relevant curriculum for pre-school teacher education at Telemark University College. Parts of the study programme include mandatory, absolute requirements. If a student has failed a period of practical training he/she may complete the remaining parts of the academic year, but he/she may not continue the study programme on the next year-level before the period of practical training in question has been completed and passed. Recognition of courses from other colleges and universities will be processed in relation to the current regulations for the study programme. Students with various types of disability will be followed up in relation to national regulations.

External activities

"Open Door" is organised by the Department of Art and Design every year. This outward-facing arrangement involves all the study programmes and departments. The pre-school teacher education programme also participates in this theme day. The theme for the Open Door is decided at an early point in the academic year. The faculty also arranges Science Days.

Throughout the study programme students will experience varied teaching and learning methods, described in the curricula of the various subjects. Throughout the whole of the study programme efforts will be made by the individual student, the student group and the teaching team to relate the following elements to each other: theoretical knowledge, practical training and didactic reflection.

The *teaching and learning methods* will alternate between:

- Self-study, which involves the student being responsible for his/her own learning.
- Group work will be emphasised in order to develop the student's ability to cooperate in teams in his/her future professional career.
- Project work. The student will develop skills in project work, because this is an important tool in change and development work.
- Supervision will stimulate the student's ability to reflect and provide the opportunity for personal growth and development. Supervision is an important tool when exercising the role of pedagogical leader.
- Lectures impart knowledge
- Presentation of students' work
- Practical training

The teaching will alternate between the various methods, and Classfronter will be used to provide supervision and course assignments. Students will formulate learning aims and participate in learning counselling. The learning material will be reviewed in the base groups.

Coursework requirements

- Requirements regarding obligatory participation in various types of teaching, supervision, interdisciplinary projects, courses and practice will be specified and described in each subject's curriculum and/or semester plans.
- With regard to assessment and the examination, the curricula will provide descriptions regarding completed, approved and/or passed coursework requirements.

The guidelines for obligatory attendance in studies at the Faculty of Art, Folk Culture and Teacher Education will be valid for parts of the study programme. The student is responsible for documenting attendance in the obligatory parts of the study programme, and keeping himself/herself informed with regard to whether he/she is in danger of falling below the minimum attendance requirement. Failure to meet the attendance requirement may result in the student not being allowed to continue on the study programme or to sit the examination. This will be considered in connection with a student's rights and responsibilities as described in Telemark University College's examination regulations and the Norwegian Universities Act § 40 and § 46.3.

Suitability assessment

Suitability assessment is included as part of the total assessment of the student's professional and personal aptitude and pedagogical skills which will enable him/her to function as a teacher. Continuous assessment of suitability will be carried out throughout the whole of the study programme (cf. Regulations for Suitability Assessment).

Supervision

The students are entitled to supervision with regard to practical training, the specific subjects and the study programme as a whole. Students are required to participate in supervision in those situations and to the extent described in the curriculum. In addition, the semester plans will provide information concerning this.

Student participation

By means of year-level meetings, academic affairs committees and student bodies, students will be able to contribute to renewing, changing and improving their own learning environment. The college administration and the individual teachers will encourage and motivate the students to participate in the development of the study programme to serve as an all-round professional education. It is especially through the academic affairs committees that students will have the possibility of focusing on the contribution of the individual subjects to the pre-school teacher study programme as a whole.

All the students are responsible for ensuring that the learning environment is a positive and productive one through participating actively in the teaching and learning situations.

Theory and Practical Training

Practical training in kindergartens

The practical training is a very important part of a pre-school teacher's education. During the period of practical training the student will demonstrate that she/he masters the following skills:

- Interaction with children and adult
- Leading children and adult
- Supervision as a method for professional and personal development
- The working day in the school
- Utilising theory in practical settings

The periods of practical training in the kindergarten are distributed throughout the three years of study. Requirements regarding the level of skills will increase as the student progresses through the study programme.

Year of s tudy	Practice
1 st year	6 weeks kindergarten + 1 week which will be specified
2nd year	6 weeks kindergarten + 1 week which will be specified
3rd year	6 weeks kindergarten

Throughout the study programme the subject teachers will plan and organise cooperation with the *practical training kindergartens*. The practical training kindergartens are kindergartens in which students and teachers can work on practical problems outside the regular periods of practical training including observing, carrying out interviews and trying out ideas and the like.

All the subjects will be involved in the preparation of students for the practical training periods and the duties and responsibilities which a qualified pre-school teacher must be able to master. Pedagogy will have a special responsibility for coordinating and following up the period of practical training.

Please refer to the "Practice Plan".

Assessment Methods

The forms of assessment are varied and reflect the programme's learning methods. In other words, they include both practical and theoretical aspects and subject-specific characteristics. Professional student-centred learning methods will be ensured by providing training in explanation, documentation and presentation.

Oral presentation individually and in groups will provide students with self-insight, independence and the ability to cooperate with others. In addition, this will provide students with the training they will need to fulfil their future leader roles.

Portfolio assessment places emphasis on documentation as a working tool over a period of time. This will provide a useful parallel to the work they will meet in kindergartens - documenting individual children's and the children's groups' skills and experiences.

Written response individually and in groups will train the students to express themselves in written form. In their professional roles they will be expected to formulate documents competently. Training in written forms of communication will therefore be assessed throughout the study programme.

Performances are often utilised in the kindergarten. This is a tool and a method which may be used in different ways in the kindergarten.

Exhibitions will provide students with knowledge of forms of documentation, as an important part of the development of quality assurance in the kindergarten.

The Bachelor's thesis (the last year of study), chosen specialisation subject and pedagogy; please refer to the guidelines.

Teaching, learning and assessment methods will be reflected in the study programme as a whole, because they constitute important elements of a professional education. The individual curricula of the various subjects describe which methods will be used. These will provide criteria for assessment.

Assessment of the practical training is described in the Teaching Practice Handbook.

Students with special needs in connection with the examination may apply for more time and the use of examination aids. The application must be registered.

A graded mark from A-F will be given, where A represents the highest passing mark, and E the lowest. Pass/fail mark may also be given, where fail represents grade F. Please refer to Telemark University College's examination regulations for more information.