

National Curriculum for Knowledge Promotion in Primary and Secondary Education and Training

The Quality Framework

The quality framework summarises and elaborates on the provisions in the Education Act and its regulations, including the National Curriculum, and must be considered in light of the legislation and regulations. The quality framework helps to clarify the responsibilities the school owners (in Norwegian public schools the local and county administration authorities) have in providing education pursuant to the legislation and regulations and the principles of human rights, and adapted to local and individual aptitudes, expectations and needs.

The quality framework is an integral part of the foundation on which the quality of primary and secondary education and training can be further developed and on which the school and apprenticeship-training enterprise can be systematically assessed.

The comprehensive school for all shall be based on and address the diversity of the pupils'¹ backgrounds and aptitudes. The education shall promote the versatile development of the pupils and their knowledge and skills. The comprehensive school shall have ambitions on behalf of the pupils, and give them challenges and goals to strive for. The school and apprenticeship-training enterprise must also take the different aptitudes and progression rates of pupils into consideration so each and every pupil can experience the joy of mastering and reaching his or her goals. Together with the school administration and the apprenticeship-training enterprise's management, teachers and instructors shall promote a good learning environment for all.

(The Core Curriculum)

¹ The designation "pupil" in the Quality Framework covers pupils, apprentices and trainees.

The learning poster

The school and the apprenticeship-training enterprise shall:

- ✱ give all pupils and apprentices/trainees equal opportunities to develop their abilities and talents individually and in cooperation with others
(Section 1-2 of the Education Act and Chapter 5, and the Core Curriculum)
- ✱ stimulate the stamina, curiosity and desire of pupils and apprentices/trainees to learn
(Section 1-2 of the Education Act, and the Core Curriculum)
- ✱ stimulate pupils and apprentices/trainees to develop their own learning strategies and critical-thinking abilities
(Section 1-2 of the Education Act, and the Core Curriculum)
- ✱ stimulate pupils and apprentices/trainees in their personal development, in the development of identity and ethical, social and cultural competence, and in the ability to understand democracy and democratic participation
(Section 1-2 of the Education Act, and the Core Curriculum)
- ✱ facilitate for pupil participation and enable pupils and apprentices/trainees to make informed value choices and choices relating to their education and future professions/occupations
(Section 1-2 of the Education Act, Chapter 22 of the Regulations and the Core Curriculum)
- ✱ promote adapted teaching and varied work methods
(Section 1-2 of the Education Act and Chapter 5, and the Core Curriculum)
- ✱ stimulate, use and further develop each teacher's competence
(Chapter 10 of the Education Act)
- ✱ help teachers and instructors to be seen as positive leaders and as role models for children and young people
(The Core Curriculum)
- ✱ ensure that the physical and psychosocial working and learning environments promote health, well-being and learning
(Chapter 9a of the Education Act)
- ✱ facilitate for cooperation with the home and ensure the co-responsibilities of parents and guardians
(Section 1-2 of the Education Act and section 3-2 of the Regulations)
- ✱ ensure that the local community is involved in the education in a meaningful way

Social and cultural competence

clear value base and a broad cultural understanding are fundamental elements of an inclusive social community and of a learning community where diversity is acknowledged and respected. Such a leaning environment encourages cooperation, dialogue and differences of opinion. The pupils shall participate in democratic processes, thus developing their democratic ideals and understanding of the importance of active and committed participation in a multicultural society.

To develop the pupils' social competence the school and apprenticeship-training enterprise shall ensure that pupils are trained in various types of interaction and problem and conflict solving when working on their subjects and in the enterprise. The pupils shall develop as independent individuals who consider the consequences of and take responsibility for their own actions. The education shall help to develop the sense of social belongingness and mastering of various roles in society, working life and leisure activities.

To develop the pupils' cultural competence for participation in a multicultural society the education shall enable them to acquire knowledge on different cultures and experience of a wide range of forms of expression. The education shall promote cultural understanding and develop self-insight and identity, respect and tolerance. The pupils shall experience art and cultural expressions that express humankind's individuality and togetherness, and which stimulate their creativity and innovative abilities. They shall also have the opportunity to use their creative powers through varied activities and forms of expression. This can lay the basis for reflection, emotions and spontaneity.

(Section 1-2 of the Education Act and the Core Curriculum)

Motivation for learning and learning strategies

Motivated pupils want to learn, have stamina and curiosity and demonstrate the ability to work towards their goals. Experiencing mastering strengthens one's stamina both in times of success and adversity. Physical activity promotes good health and can give greater motivation to learn. Using varied and adapted work methods and providing the opportunity to actively cooperate in the learning, teachers and instructors that are inspired, enthusiastic, confident and knowledgeable can instil in the pupils a desire to learn and a positive and realistic perception of their own talents and possibilities.

The education shall encourage pupils by providing clear competence aims and facilitating for varied and goal-oriented activities. The pupils shall be given, but must also be allowed to choose tasks which will challenge them and give them the opportunity to explore, both alone and together with others. Assessment and guidance shall contribute to strengthening their motivation for further learning.

Learning strategies are the procedures the pupils use to structure their own learning. These are strategies for planning, carrying out and assessing their own work to satisfy nationally stipulated competence aims. This also means reflecting upon

newly acquired knowledge and applying it in new situations. Good learning strategies promote the pupil's motivation to learn and the ability to solve difficult tasks in further education, work or leisure activities.

The education shall contribute to making pupils aware of what they have learned and what they need to learn to satisfy the competence aims. The learning strategies the pupils use for their individual learning and learning together with others depend on their aptitudes and the learning situation at hand. The education shall give the pupils knowledge on the significance of their own efforts and on the informed use and development of learning strategies.

(Section 1-2 of the Education Act and the Core Curriculum)

Pupil participation

The school and apprenticeship-training enterprise shall prepare pupils for participation in democratic decision-making processes and stimulate social commitment, both nationally and internationally. In their education, the pupils shall develop knowledge on democratic principles and institutions. The school and apprenticeship-training enterprise shall ensure that the pupils gain experience of different types of participation and empowerment in democratic processes in their day-to-day activities and through participation in representative bodies.

Pupil participation involves taking part in decisions on one's own and the group's learning. In an inclusive learning environment, pupil participation is positive for the development of social relations and motivation for learning at all stages of the education. When working with the school subjects, pupil participation makes them more aware of their own learning processes, and this gives greater influence on one's own learning.

The pupils shall be able to participate in planning, carrying out and assessing their education within the framework provided by the Act and regulations, including the National Curriculum. The extent of this participation and how it is practised must vary according to the age and development levels of the pupils. Pupil participation requires that they are familiar with the choices they can make and the possible consequences of these choices. Working with school subjects will contribute in different ways to making pupils recognise their own abilities and talents. This will increase their opportunities for participation and their ability to make informed choices.

(Article 12 no. 1 of the UN's Convention on the Rights of the Child, section 1-2 and section 9 of the Education Act and the Core Curriculum)

Adapted education and equal opportunities

Adapted education within the community of pupils is a basic premise of the comprehensive school for all. The education shall be adapted so that the pupils can contribute to the community and also experience the joy of mastering tasks and reaching their goals.

When working on their school subjects, all the pupils shall encounter challenges that they must strive to master and which they can master alone or with others. This also applies to pupils with special difficulties or particular abilities and talents in different areas. When pupils work together with adults or each other, the diversity of abilities and talents may strengthen the community and the learning and development of the individual.

The diversity of pupil backgrounds, aptitudes, interests and talents shall be matched with a diversity of challenges in the education. Regardless of gender, age, social, geographical, cultural or language background, all pupils shall have equally good opportunities to develop through working with their subjects in an inclusive learning environment. Adapted teaching for each and every pupil is characterised by variation in the use of subject materials, ways of working and teaching aids, as well as variation in the structure and intensity of the education. Pupils have different points of departure, use different learning strategies and differ in their progress in relation to the nationally stipulated competence aims.

The provisions governing special education shall be applied when more comprehensive adaptation is required than what can be arranged within the framework of the regular teaching.

(Section 1-2 and section 9 and Chapter 5 of the Education Act and the Core Curriculum)

The competence and roles of teachers and instructors

As positive leaders, teachers and instructors shall create understanding for the objectives of the education and shall be seen as skilled and enthusiastic guides and teachers of knowledge. Their efforts shall help the pupils develop interest in and commitment to working on their subjects. This places clear expectations on effort and participation in the learning activities.

The total competence of teachers and instructors consists of a number of components where professional competence, the ability to teach the subject, the ability to structure the learning activities and knowledge of assessment and guidance are central elements. Teachers and instructors must also have multicultural competence and knowledge on the different points of departure and learning strategies their pupils have.

The competence of teachers and instructors must be assessed according to the requirements and expectations that are relevant at any point in time pursuant to the Act and regulations, including the National Curriculum, and based on the development in the subjects.

The school and apprenticeship-training enterprise shall be learning organisations that make it possible for teachers to learn from each other through cooperation on planning, implementing and assessing their teaching. Teachers and instructors shall also be able to update and renew their professional expertise and teaching qualifica-

tions through, for example, competence-raising measures, including participation in development work.

(Chapter 10 of the Education Act)

Cooperation with the home

Parents/guardians have the main responsibility for their own children and are of major importance when it comes to children's motivation and what they learn. Cooperation between the school and home is vital, both when it comes to creating good conditions for learning for each pupil and creating a good learning environment in the group and at school. One underpinning of good cooperation is good communication. It is important to have good two-way communication on the pupils' academic and social development and their well-being at school.

Cooperation between the school and home is important throughout the entire course of primary and secondary education, but will change in nature as the pupils grow older and assume greater responsibility for their own learning and development.

Cooperation between the school and home is a mutual responsibility, but the school must take the initiative to ensure good cooperation. The Education Act, its regulations and the National Curriculum constitute the grounds for this cooperation, and parents/guardians shall have the genuine opportunity to influence their children's academic and social learning activities.

The home shall receive information about the objectives and competence aims for each subject, the pupils' academic development in relation to the aims and how the home can contribute to the pupils' attainment of these aims. The home shall, moreover, receive information about how the education has been planned and the work methods and assessment procedures used. Parents/guardians must also receive the necessary information that will enable them to participate in meaningful discussions on the development of the school.

(Section 1-2 of the Education Act and Chapter 3 of the Regulations)

Cooperation with the local community

Good interaction between school and business, industry and working life, art and cultural life and others in the local community may make subject education more concrete and closer to reality, and thus increase the pupils' ability and desire to learn. Local communities differ from each other, and what is local to pupils keeps changing in accordance with their age and development levels and changes in society.

Cooperation between the school, the school of music and the performing arts, local associations, clubs and others in the local community provides children and young people with the opportunity to develop their abilities and talents through active participation in any number of social and cultural activities.

Adapted cooperation with local business, industry and working life can give pupils insight into various work processes, practical work experience and knowledge on working life, and contribute to the work on entrepreneurship in education. One can gain greater insight into the changes taking place in business, industry and working life through active participation in innovation activities and entrepreneurship. Experiences from local business, industry and working life can provide pupils with a better basis for making informed choices with respect to their further education and occupation. Moreover, this interaction may contribute to updating the education in relation to the needs in working life. Knowledge on the organisations in working life can help to develop social commitment and democratic participation.

Good and systematic cooperation between day-care institutions and primary education, primary education and lower secondary education, lower secondary education and upper secondary education shall ease the transition from one education stage to the next in the course of one's education.

Cooperation with other public bodies responsible for the education of children and young people and their growth and early-development environments is also a central duty of the school. This particularly applies to special-needs pupils.

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