



Programme Syllabus

For

The Teacher Training Programme for Pre-school and Primary School, Grades 1-3, 240 HE credits

Programme Code:	LGGRY
Specialisation Code:	FÖRS
Level:	Second Cycle
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Established by:	The Board of Teacher Training

Entry Requirements

Qualified for the Teacher Training Programme for Pre-school and Primary School, Grades 1-3, are those who both fulfil the conditions for general entry requirements for higher education stated in the Higher Education Ordinance, and fulfil Specific Entry Requirement 6b (English B, Mathematics B, Social Studies A, Science A)

Expected Learning Outcomes

General Expected Learning Outcomes According to the Higher Education Act

First-cycle studies should essentially expand upon the knowledge that pupils acquire on national programmes in upper-secondary school or equivalent knowledge. However, the government may grant exemptions concerning programmes in fine, applied and performing arts.

First-cycle studies should develop the students

- ability to make independent and critical assessments
- ability to independently discern, formulate and solve problems, and
- preparedness to address changes in the working life.

Within the field of the education, the students should, in addition to knowledge and skills, develop the ability to

- search and evaluate knowledge at a scholarly level

- follow the knowledge development, and
- exchange knowledge also with individuals without expertise in the area.

Law (2009:1037).

Expected Learning Outcomes for the Teacher Training Programme for Pre-school and Primary School, Grades 1-3, According to the Higher Education Ordinance¹

Expected Learning Outcomes

For a teacher qualification for lower-secondary school, the student must demonstrate the knowledge and abilities required to independently work as a lower-secondary school teacher in the activities intended by the education. The student should also demonstrate knowledge and skills in other kinds of teaching, for which the higher education qualification may fulfil the entry requirements, according to current regulations.

Knowledge and Understanding

For a teacher qualification for pre-school and primary school, grades 1-3, the student should

- demonstrate the subject knowledge required for professional practice, including understanding of current research and development,
- demonstrate the subject-didactic and didactic knowledge required for the professional practice,
- demonstrate advanced knowledge of basic reading, writing and mathematical proficiencies and about children's communication and language development,
- demonstrate knowledge of practical and aesthetic learning processes,
- demonstrate knowledge of theory of knowledge and qualitative and quantitative research methods, and about the relation between disciplinary foundation and best practice and its importance for the professional practice, and
- demonstrate advanced knowledge of the assessment of pupils' learning and development.
- demonstrate the knowledge about children's development, learning, needs and conditions required for the professional practice,
- demonstrate knowledge and understanding of social relations, conflict management and leadership, and
- demonstrate knowledge of the organisation of the school system, relevant control documents, the curriculum theory and different educational and didactic perspectives, and demonstrate knowledge of the history of the school system.

Skills and Abilities

For a teacher qualification for pre-school and primary school, grades 1-3, the student should

- demonstrate an advanced ability to critically and independently utilise, systematise and reflect on own and others' experiences and relevant research results, in order to contribute to the development of the profession and the knowledge development in the sector.
- demonstrate a deeper ability to create conditions for all pupils to learn and develop,
- demonstrate the ability to use pupils' knowledge and experiences to stimulate each pupil's learning and development,

¹ The Higher Education Ordinance (2010:1064), Appendix 2: Degree Ordinance

- demonstrate the ability to independently and together with others, plan, carry out, evaluate and develop teaching and educational activities in general, with the purpose of stimulating each pupil's learning and development in the best possible way,
- demonstrate the ability to identify and handle special educational needs, in collaboration with others,
- demonstrate the ability to observe, document, analyse and assess pupils' learning and development in relation to the aims of the profession, and inform and cooperate with pupils and their guardians,
- demonstrate the ability to communicate and apply the fundamental values of the school, including human rights and basic democratic values,
- demonstrate the ability to prevent and counteract discrimination and other insulting treatment of pupils,
- demonstrate the ability to observe, communicate and apply a gender equality and equality perspective in the educational activities,
- demonstrate communicative skills in listening, talking and writing, as support in the educational activities,
- demonstrate the ability to skilfully and critically use digital tools in the educational activities, and to observe the importance of the role of different media and digital environments for this, and
- demonstrate the ability to acquire skills in the educational activities that are valuable for the professional practice.

Judgement and Approach

For a teacher qualification for primary and lower-secondary school, the student should

- show self-knowledge and empathy,
- adopt a professional approach towards pupils and their guardians,
- demonstrate the ability to make assessments based on relevant scientific, social and ethical aspects in the educational work, with specific consideration to human rights, and children's rights according to the Convention on the Rights of the Child in particular, and a sustainable development, and
- demonstrate the ability to identify the own need of additional knowledge and develop the own skills in the educational work.

Thesis (degree project)

For a teacher qualification for pre-school and primary school, grades 1-3, the student should have successfully completed an individual assignment, degree project, of at least 30 HE credits within the framework of the course requirements, or two such projects of at least 15 HE credits each, in one or two of the subjects studied within the respective specialisation.

The Contents and Arrangement of the Programme

Extent (According to the Higher Education Ordinance)

The teacher qualification for pre-school and primary school, grades 1-3, constitutes second-cycle studies and is achieved when the student has successfully completed course requirements of 240 HE credits.

For higher education qualification, the education must include the following fields: subject and subject-didactic studies relevant to teaching in one of the subjects of the school system, for which there is an established course or subject syllabus, educational sciences of 60 HE credits and 30 HE credits of placement, located to relevant activities and subject.

For a teacher qualification for pre-school and primary school, grades 1-3, subject and didactic studies must include 165 HE credits in Swedish, mathematics, English, social studies, natural sciences and technology. For Swedish and mathematics, at least 30 HE credits are required in each subject, and for English at least 15 HE credits are required. 15 HE credits of the subject and subject-didactic studies should constitute a subject-related placement.

Educational Sciences

The studies in educational sciences constitute 60 HE credits and are connected to the future professional practice. The educational sciences include the history, organisation and conditions of the school system, curriculum theory and didactics, theory of knowledge and research methodology, development, learning and special needs education, group processes and leadership, assessment and grading, evaluation and development work, and the fundamental values of the school, including the basic democratic values and human rights. Educational sciences should also provide didactic skills and specific knowledge for work in the grades intended by the teacher qualification, i.e. pre-school and primary school, grades 1-3.

Subject Studies

Through the subject studies stated in the arrangements, the student will acquire knowledge and skills in a knowledge or subject area focussed on education in primary and lower-secondary school. The subject studies, including subject didactics, provide skills with focus on pre-school and primary school, grades 1-3.

Placement

The placement includes a total of 30 HE credits, of which 15 HE credits are linked to the educational sciences and 15 HE credits to subject studies. The higher education institution's cooperation with schools is regulated by a specific agreement.

Teaching and Examination

The teaching on the programme consists of a campus-based part and a placement part. During the campus-based part, the teaching is mainly given as lectures and seminars. Other occurring instruction formats are field trips, study visits, laboratory sessions, group and theme work. The teaching is supported through the use of IT, such as digital learning management systems, open learning resources and distance-spanning technology. During the placement, the student should lead educational activities with a high degree of independence and participate in the collective

teacher work, with support from the local teacher educator. Throughout the education, a progression occurs through a scholarly work, where both educational sciences and teaching are included.

Courses are examined in various ways according to relevant course syllabus. The examination formats vary and are chosen based on the contents of the courses. Examination of courses that include placement is carried out by examiners at the higher education institution. The local teacher educator will give an assessment of the student's performance during the placement period as a basis for examination.

Degree Project

An important part of the examination is the final degree project, where the student may defend an individual work and publicly discuss another work at a seminar. The degree project may either be carried out in one subject of 30 HE credits, or in two subjects of 15 HE credits each. The degree project/projects are carried out as second-cycle studies.

The degree project should have a clear connection to the profession and be carried out in a subject with focus on didactics. It may be carried out with connection to a theme group, which works with both research and development issues and supervision of degree projects. Themes and issues of a theme group are developed in collaboration with the schools in the region.

Courses

Semester 1: Subject Studies

Course Name	Level	HE credits
Swedish for Teachers, Grades F-3	G1N	30

Semester 2: Educational Sciences

Course Name	Level	HE credits
The Organisational and Historical Background of Pre-school and the School System	G1F	7.5
Knowledge and Learning in a Historical and Contemporary Perspective	G1F	7.5
Democracy and Sustainable Development	G1F	7.5
Group Processes and Educational Leadership	G1F	7.5

Semester 3: Subject Studies

Course Name	Level	HE credits
Basic Mathematical Learning in Pre-school and Primary School, Grades 1-3	G1F	15
Advanced Mathematical Learning in Pre-school and Primary School, Grades 1-3	G1F	15

Semester 4: Educational Sciences, 15 HE credits and Subject Studies, 15 HE credits

Course Name	Level	HE credits
Placement in Mathematics with Focus on Pre-school and Primary	G2F	7.5

School, Grades 1-3		
Special Needs Education in Pre-school and Grades 1-3	G2F	7.5
Educational Documentation and Evaluation in Pre-school and Grades 1-3	G2F	7.5
Literature Studies and the Reader	G2F	7.5

Semester 5: Subject Studies

Course Name	Level	HE credits
English for Teachers in Pre-school and Grades 1-3	G2F	15
Social Studies for Teachers in Pre-school and Grades 1-3	G2F	15

Semester 6: Subject Studies

Course Name	Level	HE credits
Natural Sciences and Technology for Teachers in Pre-school and Primary School, Grades 1-3	G2F	15
Aesthetic Learning Processes for Teachers in Pre-school and Primary School, Grades 1-3	G2F	15

Semester 7: Educational Sciences

Course Name	Level	HE credits
The Teacher and the Teaching Placement	A1N	15
	G2F	15

Semester 8: Subject Studies

Course Name	Level	HE credits
Degree Project 30 HE credits or Degree Project 15 HE credits + 15 HE credits	A1E	30/15+15

Higher Education Qualification

The teacher qualification for pre-school and primary school grades 1-3 constitutes second-cycle studies and is achieved when the student has successfully completed course requirements of 240 HE credits, in accordance with the structure of the programme. The student should have successfully completed one second-cycle individual assignment (degree project) of 30 HE credits within the framework of the course requirements, or two second-cycle degree projects of 15 HE credits each.

Degree Certificate

Students who fulfil the requirements for a higher education qualification will receive a degree certificate on request.

Student Influence and Evaluation

The council for educational affairs should be linked to the study programme. The faculty programme director should be included in the council and be the chairman and summoner. The purpose of the council for educational affairs is to give students and representatives from the working life/society influence over the study programme. Student representatives are expected to participate in work groups for development within the programme.

The students should feel included in the regular courses and exercise influence e.g. through course and programme evaluations. The programme evaluation should be carried out through the use of an evaluation tool common for all higher education institutions. A compilation of the evaluation results should be submitted to the Faculty Board.

Other

Requirements for Continued Studies in the Programme

Previous placement periods must be approved before the next placement may begin. Additional entry requirements within the programme are stated in the course syllabi.

Dissuasion

A student may be dissuaded from continued studies if the person concerned is considered unsuited for the pre-school teaching profession. If dissuaded, the student concerned should be given the opportunity to discuss alternative educations with the study adviser.