

Appendix 2

THE SYSTEM FOR CONTINUING EDUCATION FOR TEACHERS – APPENDIX TO THE TENDER TERMS OF REFERENCE

A description of the general system for continuing education for teachers in Norway is provided in Section 2.1 of the tender terms of reference. In this appendix we will provide additional information on the system and describe the application process, the allocation of study places and which courses are available.

It is the responsibility of the school owner to ensure that the appropriate and necessary competence is available at the school, and that there is a competence enhancement system for teachers and school administrators, cf. Section 10-8 of the Education Act. The State contributes financial support to allow the school owners to fulfil their obligations. *Kompetanse for kvalitet, Strategi for etter- og videreutdanning 2012 – 2015* (Competence for Quality, Strategy for Further and Continuing Education 2012 - 2015) is part of the government's programme for further and continuing education up until 2015. A new scholarship scheme has been introduced as of the 2014/2015 study year. The objective is to increase the students' learning and motivation in the primary and lower secondary school through a strengthening of the competence of the teachers and head teachers.

Education opportunities

For the 2014 -2015 study year, 125 courses have been established at 26 different universities and university colleges throughout the country. It is possible to obtain 60 credits through the substitute teacher scheme and up to 30 credits through the scholarship scheme. Currently, most of the courses are 30-credit courses which are divided into 2 modules of 15 credits each. Most teachers complete both modules and obtain 30 credits. It is also possible to benefit from the scholarship and substitute teacher schemes by completing ordinary continuing education courses other than those specifically established for these schemes.

The scholarship scheme

Teachers who complete a 30-credit continuing education course become eligible for a scholarship in the amount of NOK 100,000 from the government. A different study progression is also possible, for example 15 credits over the course of a study year. If so, the size of the scholarship is adjusted correspondingly to NOK 50,000. The individual teacher decides, in consultation with the employer, how to use the scholarship. The teachers

may take time off to study, and the arrangements for the studies are agreed locally.

Under the scholarship scheme, the scholarships and study places are allocated based on the following priority:

1. Applications for continuing education in mathematics
2. Applications for continuing education in science
3. Applications for continuing education in other subjects

In the event of a surplus of applicants, the study places are allocated by drawing of lots based on the priorities listed above. For the 2014-2015 study year, all applications for scholarships were approved, including for other subjects.

The substitute teacher scheme

All municipalities and county municipalities are granted a *preliminary allocation* of substitute teacher funds at the beginning of the year, to facilitate some predictability in terms of planning for the next school year. This entails that they will be guaranteed that the number of teachers corresponding to this allocation will be included in the programme. Private schools are granted a common county-by-county allocation.

In case there should be a surplus of applicants for *substitute teacher funds*, the Norwegian Directorate for Education and Training has established some guidelines for prioritising of approved applicants. The following priority regime was used for allocation of study places among the applications under the substitute teacher scheme for 2014-2015:

1. Applications from school owners within the preliminary allotment granted to school owners by 1 February were approved first as prioritised by the school owners independently of subjects. As regards applicants from private schools, there were some discretionary assessments made on a county-by-county basis.
2. If there still are empty study places, all approved applicants in mathematics are prioritised, i.e. *above the target figure of 650*
3. Then all approved applicants in science are prioritised, i.e. *above the target figure of 200*
4. Then all applicants for numeracy as a basic skill are prioritised; i.e. *above the target figure of 200*
5. Applicants for other subjects
6. As we exceeded the total target figure/budget at one of the points above, *drawing of lots* was used.

A consequence of this prioritisation regime for allocation of study places is that the choices made by the municipalities will be prioritised ahead the prioritised subjects mathematics and science if indicated by the priorities of the school owners. The municipalities do, however, have an incentive for selecting mathematics and science because the government covers a higher percentage of the expenditure for these subjects than for the other subjects.

Application process

The teachers register their application in a common online application module and must also indicate that the head teacher agrees that the application may be submitted. After the teacher has registered his or her application, the school owner (the municipality, the county municipality or the head teacher at private and state schools) will automatically be granted

access to the application in the application programme. They then review and approve/prioritise or reject the applications. Applications which are approved and prioritised by the school owners are considered by the Norwegian Directorate for Education and Training. The Norwegian Directorate for Education and Training does not consider any applications which have not been prioritised by the school owners. It is the responsibility of the school owner to provide feedback to the applicants, both those who have been allocated study places as well as those who were rejected by the school owner or who were not allocated a study place. The Norwegian Directorate for Education and Training then considers the applications in accordance with the established criteria, see above.

The application deadline for teachers was 15 March.

The school owners' deadline for review of the applications from the teachers was 15 April.

The allocation of approved applicants among the study places was completed on 23 May.

The studies will start in the autumn of 2014.

As the applicants do not register their education, it is not possible to prioritise the teachers with the lowest formal education at the central level in case of a surplus of applicants.

The following is new starting from 2015:

- The estimated cost of a teacher man-year has been increased from NOK 500,000 to NOK 600,000
- The government's contribution to help cover the substitute teacher costs has been increased
 - Mathematics and science; the State covers 75% of the cost, the teacher 25%, the school owner 0%
 - Other subjects; the State covers 60% of the cost, the teacher 25%, the school owner 15%
- The university and university college sector has been allocated NOK 50 million to improve the capacity of all further and continuing education for teachers.

Applicants, approval and admission for the 2014/2015 school year

- 7106 applications from teachers – an increase of more than 3000 from the previous school year
- 4366 applications were approved by the school owners – more than twice as many as in previous school year
 - 965 under the scholarship scheme
 - 3401 under the substitute teacher scheme
 - Funds had been allocated for approximately 2600 participants in the substitute teacher scheme and 450 in the scholarship scheme. 500 study places were added in the Revised National Budget
 - 3662 teachers were offered study places
 - Approx. 700 were not offered a place

Subject areas with the highest number of approved applicants

Mathematics 1: Grades 1-7 and grades 1-10	449
Numeracy as a basic skill	303
Science 1	297

Mathematics 2: Grades 5-10 and grades 8-10	289
Mathematics 1: Grades 5-10 and grades 8-10	227
School management	164
Reading education 1	163
Mathematics 2: Distance education 1-7 and 5-10	150
Mathematics 2: Grades 1-7 and grades 1-10	123
English 1	120
Mathematics 1: Distance education 1-7 and 5-10	113

Appendix: The Competence for Quality Strategy

http://www.regjeringen.no/upload/KD/Vedlegg/F_4269B_Kompetanse_for_kvalitet.pdf