

Education and pre-service training of teachers from the perspective of dealing with conduct problems

NUBU/PALS and VIP seminar: children and youth who react to their environment by acting out in schools and early childhood education environments

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Outline

- Rules and regulations
 - The Education Act
 - National guidelines for teacher education
- Studies – Pedagogy and Special Education
 - Focus on inclusive and diverse classrooms
- Interprofessional work
 - PPT
 - INTERACT



“The most common definition of **inclusive education** in Norway is multiple-oriented, meaning that inclusive education is a product of a variety of values, processes and experiences. **Learning environment** is a particularly central element in inclusive education.” (Haug, 2019:1)



Adapted education and inclusive learning communities

In Norway, the justification of special education has been part of ordinary educational justice since 1975, as from a “**Segregation Act**” to an “**Integration Act**”, and was implemented as a common school law for all with a focus upon **adapted education in a classroom community**.

§ 1-3. Adapt education

“The education must be **adapted** to the abilities and prerequisites of the **individual student**, the apprentice, the trainee candidate and the apprentice candidate.

In the renewal of Knowledge Promotion from 2006 in 2020th clarifies at national level that the school will develop “**inclusive learning communities** that promote health, well-being and learning for all.”

The Education Act §9A

Chapter 9 A. The pupils' school environment

- **All pupils** are entitled to a good physical and psychosocial **environment** conducive to health, well-being and learning.
- The school must have **zero tolerance** for violations such as **bullying, violence, discrimination and harassment**.
- The school must work continuously and systematically to promote the pupils' health, environment and safety, so that the requirements in and pursuant to this chapter are being met. The head teacher must ensure that this takes place.
- **Section 9 A-4. *Obligation to act to ensure pupils a good psychosocial school environment***
- **Section 9 A-8. *Pupil participation in school environment work***
- **Section 9 A-11. *Exclusion from the teaching***
- **Section 9 A-12. *Moving to a different school***

National Guidelines for the Primary and Lower Secondary Teacher Education Programme for Years 1-7

Interdisciplinary topics (among others)

Adapted education:

- Education shall be **adapted** to accommodate the individual pupil's abilities and it must ensure that the student acquires the competence needed to adapt their teaching according to the **diversity** of the pupils.

Psychosocial learning environment:

- The programme shall ensure that the student acquires the necessary skills, knowledge and competence a teacher needs to **create a safe psychosocial school environment and prevent and deal with violations, bullying, harassment and discrimination.**
- On the basis of academic assessments, the student shall quickly be able to implement necessary measures and be able to establish **cooperation with relevant professional bodies.**

https://www.uhr.no/f/p1/i9667e583-aa3b-4f25-a8fe-64af8b199072/national_guidelines_for_the_primary_and_lower_secondary_teacher_education_programme_for_years_1_7.pdf

https://www.uhr.no/f/p1/iecd98eeb-d012-44ce-b364-c8787ca51a95/national_guidelines_for_the_primary_and_lower_secondary_teacher_education_programme_for_years_5_10.pdf

National Guidelines for the Primary and Lower Secondary Teacher Education Programme for Years 1-7

Learning outcomes for the first cycle of [teaching practice](#)

The candidate

- has knowledge of learning processes, facilitation of teaching, work methods and assessment forms that promote good and **inclusive classroom** and learning environments
- has knowledge of pupils' abilities and development as a starting point for **adapted education**
- is capable of **identifying and discussing measures** for dealing with **bullying and harassment**, and contributing to the positive development of the school's **learning environment**

National Guidelines for the Primary and Lower Secondary Teacher Education Programme for Years 1-7

Pedagogy and pupil-related skills (compulsory subject)

- The core of the subject is how research-based initial education, **upbringing and teaching** can contribute to the pupils' academic, social and personal learning and development.
- Through the subject, the student will prepare for handling the challenges and opportunities found in a **diverse classroom**
- Learning to build a constructive and **inclusive learning environment** for the pupils is another central aspect of the subject.
- In cooperation with the other subjects in the programme, pedagogy and pupil-related skills shall develop the students' **relational skills** in a way that enables them to relate to pupils, parents and guardians, and colleagues in a competent professional and interpersonal manner.

National Guidelines for the Primary and Lower Secondary Teacher Education Programme for Years 1-7

Pedagogy and pupil-related skills - Learning outcomes

The candidate

- has knowledge of the **school's partners** and how they contribute to ensuring good formative conditions for children
- has knowledge of the pupils' **cognitive, emotional, physical and social development**
- has knowledge of different learning difficulties and adaptation and **behavioural challenges** in children in years 1-7 and how they are evident in initial education and later on
- has knowledge of children in **grief and crises, abuse of children and difficult life situations** that children can find themselves in
- has knowledge of key principles that promote **inclusive education and adapted education**
- is capable of explaining the relationship between **adapted education and special education**
- is capable of applying research-based knowledge to **prevent bullying** and
- analysing and implementing measures to **counteract bullying**

Topic 2: Children, health and life skills

- Children in **difficult life situations**
- Learning difficulties

Topic 3: Inclusion, behavioural difficulties and multilingualism

- Multilingualism as the norm
- Inclusive learning environment in a diverse school
- **School-home cooperation**
- School's partners – **interprofessional cooperation**

National Guidelines for the Primary and Lower Secondary Teacher Education Programme for Years 1-7

Special pedagogy (elective subject)

- The subject shall focus on the school and teachers in an **inclusive and diverse** teaching, learning and interaction situation.
- The guidelines for the subject are defined at a higher, overriding level, so the institutions have the opportunity to adapt the education programme's profile to their own specialist areas, within the overall subject framework

Special Pedagogy

- The role of special pedagogy in a **school for all students**
 - Inclusive and diverse classrooms
- More visible both in pre-service teacher education and in further education of in-service teachers
 - A growing field
- **At OsloMet Teacher education**
 - 5-year integrated primary and lower secondary teacher education
 - From an integrated topic to its own modules
 - Possible to write an MA thesis in special pedagogy
 - Master Programme in Educational Sciences for Basic Education
 - Further education at all levels (kindergarten and school)
 - Continuing education
 - Modules aimed towards employees in the Educational and Psychological Counselling Service (PPT)

Educational and Psychological Counselling Service (PPT)

- The premise for the municipalities' organization of the Educational Psychological Service (PPT) is given in the **Educational Act** in Norway §5.6, already from 1959. While their current mandate was given in the Educational Act in 1998.
- In Norway, as in other countries in Europe, it started with **the school psychologists**, who were supposed to divide the learners into different disability groups.
- **A public service agency** that provides advice and guidance to municipalities on the establishment of both **individual measures and broader initiatives** for supporting **children with special needs**.
- Special education assistance can for example be given in the form of **physical training, stimulation of the child** or as **“capacity building”** for kindergarten or school staff.
- The PPT may engage in **interdisciplinary collaboration** at the local level, for example with the health or social services, and at the national level with e.g. Statped or psychiatric services for children and young people (BUP).

INTERACT: Interprofessional Interaction With Children and Youth

- The aim of the project is to provide the students with **knowledge about and experience of interprofessional cooperation** (challenges and possibilities) and provide the students with interprofessional experience.
- Gathers students from the following study programs at OsloMet:
 - **Teacher education (kindergarten and school)**
 - **Child welfare service**
 - **Social work**
 - **Nursing**
 - **Physical therapy**
- Special focus on **vulnerable children and children with difficulties**
- 3 modules, with 2-day seminars, **case-based work in interprofessional groups**

Student culture

More than ever, students need a common arena across tensions and contradictions where they can practice finding meaning in life and being in the world with others.

Creating such an arena requires a lot of the teacher.

It is not enough to use standardized behavioral programs and teaching aids, but it requires the exercise of knowledgeable and professional judgment.

Pedagogy lecture, OsloMet