



Faculty Board for Teacher Education

## **Programme Study Plan**

### **Primary Education**

Specialisation: Teaching in pre-school class and grades 1-3

Specialisation: Teaching in grades 4-6.

<b>Programme Code</b>	LAGLP
<b>Programme Title</b>	Primary Education Programme
<b>Credits/ECTS:</b>	240
<b>Programme Approval</b>	The Programme Study Plan was approved by the Faculty Board for Teacher Education on 14 December 2010 and is valid from the autumn term of 2011 at Karlstad University.
<b>Language of Instruction:</b>	Swedish
<b>Degree Level:</b>	Master's
<b>Degree Type:</b>	Professional
<b>Prerequisites</b>	General admission requirements and field-specific eligibility 6b, or equivalent.

### **Introduction**

Teacher education is an academic professional qualification. At Karlstad University this means that the whole programme is characterised by a clear professional perspective. The education comprises specific as well as general teaching knowledge, combining the critical perspective of research with the need for problem solution, subject knowledge and methodology in the daily school practice.

There are many routes to becoming a good teacher. The education aims to promote action-oriented problem awareness. An independent teacher identity requires good

knowledge and an open, reflective and ethical approach. Karlstad University has designed a teacher-training programme based on three competencies: *content competence*, *methodological competence* and *leadership competence*.

*Content competence* emphasises the knowledge aspect of learning. Teaching at all educational levels and areas requires advanced subject knowledge. The premise of *methodological competence* is the need to consider each individual's capacity and circumstance as well as the challenges involved in different subjects. Special efforts are made at Karlstad University to relate subject studies to the teaching profession. *Leadership competence* involves the skills to create comfortable and challenging learning environments. Teacher education must also prepare students for the task of evaluating school activities and their own learning as well as that of others.

Teacher education at Karlstad University has the ambition to meet and challenge school needs. This entails not only preparing students for specific school activities but also providing the tools and confidence needed to examine accustomed conceptions of learning and teaching. The Primary School Education Programme at Karlstad University is committed to providing students with many opportunities to prepare for a future profession that is complex, responsible, and changeable. Students are also prepared for further academic studies.

### **Aims and Learning Outcomes**

The qualification of Master of Arts in Primary Education for teaching in preschool and grades 1-3 and for teaching in grades 4-6 is awarded when students have completed a total of 240 ECTS credits.

The following areas must be included in the degree programme: courses in subject and subject learning and teaching methodology with relevance to teaching in a school subject for which there is an adopted syllabus or curriculum, a core of general education studies totalling 60 ECTS credits, and practical placement totalling 30 ECTS credits in relevant institutions and subject.

The Primary Education degree programme designed for teaching in pre-school and grades 1-3 must include subject and subject learning and teaching methodology studies worth 165 ECTS credits in Swedish (at least 30 ECTS cr), mathematics (at least 30 ECTS cr), English (at least 15 ECTS cr), social science, natural science and technology. The subject and subject teaching methodology studies must include 15 ECTS credits for practical placement. The Primary Education Degree designed for teaching in grades 4-6 must include subject and subject teaching methodology studies worth 165 ECTS credits in Swedish (at least 30 ECTS cr), mathematics (at least 30 ECTS cr), English (at least 30 ECTS cr), and an optional specialisation subject (30 ECTS cr) in one of the following areas:

1. natural science subjects and technology, or
2. social science subjects

The subject and subject teaching methodology studies must include 15 ECTS credits for practical placement.

For a Degree in Primary Education, students must demonstrate the knowledge and skills required to work autonomously at the level of the educational system for which the qualification is awarded and for any other form of teaching that the degree qualifies for.

**Learning outcome requirements for a Master of Arts in Primary Education for teaching in preschool and grades 1-3:**

On completion of the degree programme, students must be able to demonstrate:

*Knowledge and understanding*

- the subject knowledge required for professional practice, including current research and development work,
- the knowledge of subject-specific and general learning and teaching methodology required for professional practice,
- specialised knowledge of basic reading, writing and mathematical skills and of children's communicative and linguistic development,
- knowledge of practical and aesthetic learning processes,
- knowledge of the theory of science and of qualitative and quantitative research methods as well as of the relation between scientific basis and proven experience and its relevance to professional practice, and
- specialised knowledge of assessing and grading children's learning and development.

**Learning outcome requirements for a Master of Arts in Primary Education for teaching in grades 4-6:**

- the subject knowledge required for professional practice including current research and development work,
- the knowledge of the subject-specific and general learning and teaching methodology required for professional practice,
- specialised knowledge of basic reading, writing and mathematical development and of children's communicative and linguistic development,
- knowledge of practical and aesthetic learning processes,
- knowledge of the theory of science and of qualitative and quantitative research methods as well as of the relation between scientific basis and proven experience and its relevance to professional practice, and
- specialised knowledge of assessing and grading children's learning and development.

**For a Master of Arts in Primary Education students must also be able to demonstrate:**

- the knowledge about children's development, learning, needs and circumstances required for professional practice
- knowledge and understanding of social relations, conflict management and leadership, and
- knowledge of the organisation of the school system, relevant regulatory documents, syllabus theory and different educational and teaching and learning perspectives as well as knowledge of the history of the school system.

*Skills and abilities***Learning outcome requirements for a Master of Arts in Primary Education for teaching in preschool and grades 1-3:**

On completion of the degree programme, students must be able to demonstrate:

- deepened ability to critically and independently consider, systematise and reflect on their own experience and that of others and on relevant research findings and thereby contribute to professional knowledge and development in the area.

**Learning outcome requirements for a Master of Arts in Primary Education for teaching in grades 4-6:**

- skills in communicating and reflecting on issues of identity, sexuality and close relations.

**For a Master of Arts in Primary Education students must also be able to demonstrate:**

- specialised ability to create conditions in which every student learn and develop
- the ability to build on the knowledge and experiences of every student to stimulate their learning and development,
- the ability to plan, implement, evaluate and develop teaching and educational activities individually and together with others in order to stimulate the learning and development of every student in the best possible way,
- the ability to identify and in cooperation with others deal with special educational needs,
- the ability to observe, document and analyse their students' development and learning in relation to educational objectives and to inform and cooperate with students and their caregivers,
- the ability to communicate and instil core educational values, including human rights and the fundamental democratic values,
- the ability to prevent and restrain discrimination and other forms of harassment of children,
- the ability to respect, communicate and instil a gender equal and equal rights perspective in educational processes,
- communicative skills in listening, speaking and writing to support educational processes,
- skills in using digital tools confidently and critically in educational processes and ability to consider the role of different media and digital environments in these processes, and
- the ability to acquire, in the educational processes, the skills that are valuable for professional practice.

**For a Master of Arts in Primary Education students must also be able to demonstrate:***Judgement and approach*

On completion of the degree programme, students must be able to demonstrate:

- self-awareness and empathic ability
- the ability to adopt a professional approach to students and their caregivers,
- the ability to make assessments of educational processes on the basis of relevant scientific, social and ethical aspects with special consideration of human rights, especially children's rights according to the Convention on the Rights of the Child, and sustainable development, and
- the ability to identify their need for further knowledge and to develop their skills in pedagogical practice.

### **Independent project (degree project)**

A requirement for the award of a Master of Arts in Primary Education with a specialisation in teaching in early years classes and grades 1-3 of the compulsory school or a specialisation in teaching in grades 4-6 of the compulsory school is that the student has completed an independent project (degree project) for at least 30 ECTS credits or two such projects for at least 15 ECTS credits in one or two of the subjects studied within the different specialisations.

### **Programme Structure and Content**

The programme comprises three parts, *general education core studies*, *practical placement* and *subject/subject-specific teaching methodology*. Also included is an independent project (degree project).

#### *General Education Core Studies*

The education core studies comprise central and general areas of teaching that are applied and related to the future profession. These areas are integrated and alternate with subject-based studies and with practical placement periods throughout the programme to form the basis of the professional identity. The general education core studies (totalling 60 ECTS cr) cover the following areas:

- history of the school system, its organisation and conditions as well as core educational values, including fundamental democratic principles and human rights
- syllabus theory and subject-specific teaching and learning
- theory of science and research methodology
- development, learning and special needs education
- social relationships, conflict management and leadership
- assessing and grading, and
- evaluation and development processes.

The education core studies at Karlstad University are organised in two thematic areas: *The teaching profession* and *pedagogical leadership*. These areas alternate with subject studies and practical placement periods.

#### *Subject/Subject-Specific Teaching Methodology*

Theory, teaching methodology and practical placement are integrated in the single subject studies, which means that the studies are related to the teaching profession. Issues of interpreting and translating learning outcomes into teaching practice, different methods to support learners, and ways of assessing and giving feedback on learning development are addressed. These issues require specialised subject knowledge. Detailed information of subject content is specified in each respective syllabus.

#### *Practical Placement*

School placement is a crucial part of teacher education. In this part of the training, students problematise and transform acquired knowledge into teaching practice. Experiences gained are then included and discussed in the subject studies. The purpose of the school placement is that teacher trainees should gain an understanding of the multifaceted nature and complexity of the teaching profession and develop their teaching skills. The trainees participate in different pedagogical activities such as planning, teaching and follow-up. They are also expected to be involved in parent interaction, in development conversation, in interpreting and realizing guidelines, and in local development projects.

Teacher training at Karlstad University collaborates with a great number of municipalities in the region and beyond. Practical placement is organised in partner districts. The trainee is placed in the same partner district throughout the education to guarantee continuity and progression in the student's development towards a teacher identity.

#### *Design and Content outline*

Specialisation: Preschool class and grades 1-3

The first term of the programme consists of general education core courses focusing on the teaching profession, education as system and idea, the history of school and seminal texts in the history of pedagogy. Students are also introduced to socio-cultural and development psychological perspectives on learning.

In the following terms, students study the subjects that can be included in the degree programme, e.g. Swedish, mathematics, English, social and natural science oriented subjects and technology. Content is adjusted to the demands of preschool class activities and primary school education with practical/aesthetic learning processes integrated. In the terms 6 and 7 general education core courses are reintroduced now with a focus on leadership. Issues studied include conflict management, bullying, evaluation and assessment. Practical placement is included in terms 1, 6 and 8. The education is concluded with a degree project of 30 ECTS credits.

Term 1	<ul style="list-style-type: none"> <li>•General Education Studies: The Teaching Profession, 30 ECTS cr</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>•Swedish, 22.5 ECTS cr</li> <li>•Practical Placement, 7.5 ECTS cr</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>•Mathematics, 30 ECTS cr</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>•English, 15 ECTS cr</li> <li>•Social Science Oriented Subjects, 15 ECTS cr</li> </ul>
Term 5	<ul style="list-style-type: none"> <li>•Social Science Oriented Subjects, 7,5 ECTS cr</li> <li>•Natural Science Oriented Subjects and Technology, 22,5 ECTS cr</li> </ul>
Term 6	<ul style="list-style-type: none"> <li>•Swedish, 7,5 ECTS cr</li> <li>•Practical Placement, 7.5 ECTS cr</li> <li>•General Education Studies: Pedagogical Leadership, 15 ECTS cr</li> </ul>
Term 7	<ul style="list-style-type: none"> <li>•General Education Studies: Pedagogical Leadership continued, 15 ECTS cr</li> <li>•Degree Project,, 15 ECTS cr</li> </ul>
Term 8	<ul style="list-style-type: none"> <li>•Practical Placement, 15 ECTS cr</li> <li>•Degree Project continued, 15 ECTS cr</li> </ul>

Survey of courses, higher education credits and progressive specialisation are specified in attachment.

#### *Specialisation: Grades 4-6*

The first term of the programme consists of general education core courses focusing on the teaching profession, education as system and idea, the history of school and seminal texts in the history of pedagogy. Students are also introduced to socio-cultural and development psychological perspectives on learning.

In the following two terms, students study mathematics and Swedish. In term 4 they take one of the options social science or natural science subjects and technology. Term 5 includes English and in term 6 they continue study mathematics courses. Content is adjusted to the demands of preschool class activities and primary school education with

practical/aesthetic learning processes integrated. In the terms 6 and 7 general education core courses are reintroduced now with a focus on leadership. Issues studied include conflict management, bullying, evaluation and assessment. Practical placement is included in terms 1, 6 and 8. The education is concluded with a degree project of 30 ECTS credits.

Term 1	<ul style="list-style-type: none"> <li>•General Education Studies: The Teaching Profession, 30 ECTS cr</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>•Mathematics, 22.5 ECTS cr</li> <li>•Practical Placement, 7.5 ECTS cr</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>•Swedish, 30 ECTS cr</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>•Social Science Oriented Subjects, 30 ECTS cr OR</li> <li>•Natural Science Oriented Subjects and Technology, 30 ECTS cr</li> </ul>
Term 5	<ul style="list-style-type: none"> <li>•English, 30 ECTS cr</li> </ul>
Term 6	<ul style="list-style-type: none"> <li>•Mathematics, 7,5 ECTS cr</li> <li>•Practical Placement, 7.5 ECTS cr</li> <li>•General Education Studies: Pedagogical Leadership, 15 ECTS cr</li> </ul>
Term 7	<ul style="list-style-type: none"> <li>•General Education Studies: Pedagogical Leadership continued, 15 ECTS cr</li> <li>•Degree Project,, 15 ECTS cr</li> </ul>
Term 8	<ul style="list-style-type: none"> <li>•Practical Placement, 15 ECTS cr</li> <li>•Degree Project continued, 15 ECTS cr</li> </ul>

Survey of courses, higher education credits and progressive specialisation are specified in the attachment.

### **Degree Project**

The aim of the independent degree project is that students acquire basic knowledge of research and development work. The project must be relevant to the future professional practice. Students formulate a research question related to theory and previous research, and carry out an investigation. The result is presented in writing and discussed at a seminar.

**Study Abroad**

Students are encouraged to study abroad towards the end of their programme, for instance, in connection with the practical placement module or the degree project. More information on opportunities is available at

<http://www.kau.se/lararutbildningen/samverkan/internationalisering>.

It is important to make plans for studying abroad well in advance.

**Instruction and Examination Formats**

Instruction and examination formats vary. Examples of instruction formats are seminars, lectures, group and laboratory work. Examples of examination formats are written exams, take-home exams, oral presentations, aesthetic performance. Mandatory components are specified in course syllabuses.

**Degree Title**

Master of Arts in Primary Education

**Transfer of Credits**

Students have the right to transfer credits from other universities in Sweden or abroad. The recognition of previous education as credit for part of a course is subject to approval by the examiner. The recognition of previous education as credit for an entire course is subject to approval by Student Centre officers.

**Additional Information**

Local regulations for the Bachelor and Master levels at Karlstad University stipulate the rights and obligations of staff and students.

The Swedish Riksdag has decided (SFS 2008:53) that, effective from 1 April 2008), teacher trainees and students in municipal adult education who are required to complete practical placement modules must be subjected to background checks. The vetting procedure is carried out to safeguard the welfare of children and young adults and minimize the risk of their being abused by personnel in preschool, school and after-school care.

All students are responsible for submitting a valid, and recent extract of record (Request to the Swedish Police for an extract from the criminal record, RPS 442.5 05-10) to the school principal (or equivalent) when they are assigned a placement. The request should be made to the Police well in advance of the start of the placement period since the processing normally takes two weeks.

Failure to present the criminal record extract can mean that the student is denied admittance to their placement, which in turn can result in a failure to meet degree requirements. It is the principal (or equivalent) in the partner district who decides whether or not to admit students, not the university.