

Welcome to the survey on primary and lower secondary teacher education and the needs of the school!

Choose language at the bottom.

**Purpose**

This survey is a part of the evaluation of primary and lower secondary teacher educations conducted by NOKUT. The purpose of the survey includes gathering information about the cooperation between schools and higher education institutions and on how the competence of newly educated primary and lower secondary teachers fits the needs of the school.

**Why do you receive this email?**

NOKUT has collected email addresses and information about schools from Grunnskolen's informasjonssystem (GSI).

**Privacy**

All information gathered is handled confidentially and in accordance with privacy-regulations. Data that may identify persons or schools will not be made publicly available. NOKUT conducts this survey on the basis of a legal obligation (UH-loven § 2-1 (4) «NOKUT must conduct evaluations of significance for assessing the quality of higher education.»). NOKUT will delete email addresses and the name of your school by 1. July 2023.

**Where can I learn more?**

If you have any questions, please contact Pål Bakken (pba@nokut.no) or Eva Fetcher (efe@nokut.no)

Kind regards, NOKUT (the Norwegian Agency for Quality Assurance in Education)

**The survey starts with some questions about your school of employment.**

Which county does the school belong to?

- Agder
- Innlandet
- Møre og Romsdal
- Nordland
- Oslo
- Rogaland
- Troms og Finmark
- Trøndelag
- Vestfold og Telemark
- Vestland
- Viken

Is the school located in an area/city with:

- Less than 5000 inhabitants

- Ca. 5 000 - 20 000 inhabitants
- Ca. 20 000 - 100 000 inhabitants
- More than 100 000 inhabitants
- Do not know

What kind of school do you work at?

- Primary/elementary school
- Secondary/Middle school
- Combined primary/secondary school
- Other, please specify: \_\_\_\_\_

Is the school public or private?

- Public
- Private
- Other

What is the number of pupils attending the school?

- Below 100 pupils
- 100 -300 pupils
- 301- 500 pupils
- More than 500 pupils

What is your job title?

- Principal (norwegian: rektor)
- Vice principal (norwegian: assisterende rektor)
- Inspector (norwegian: inspektør)
- Division manager (norwegian: avdelingsleder)
- Teacher (norwegian: lærer/lektor)
- Other \_\_\_\_\_

**In this section, we ask you some questions about new teachers.**

What is the approximate number of teachers you have hired over the last *three years*?

*We want you to include both permanent employees and temporary employees in your answers. Must be filled out.*

	None	1-2	3-5	6-10	11-20	Above 20
Total number of newly hired teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Of these: how many had primary teacher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did some of the newly hired teachers write a master thesis in a primary/lower secondary education teacher programme?

- Yes, three or more

- Yes, less than three
- No
- Don't know

Do you have any knowledge of the content of master thesis written by newly hired GLU teachers?

- Yes, I have good knowledge of the content(s)
- Yes, I have some knowledge of the content(s)
- No

Have newly hired teachers presented results from their master theses at your school?

- Yes
- No
- Don't know

**In the next section, you will receive questions on the master thesis and the competence it gives to primary and lower secondary teachers. If you have little knowledge of what we are asking, feel free to answer "Don't know / irrelevant".**

To what extent do you agree that:

	To no/very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Don't know/not relevant
The work with the master thesis contributes substantially to qualifying students for the teaching profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The experiences students have from working on their master thesis are very useful for our work in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do newly employed teachers use the competence the work on the master's thesis gave them in their work?

	To no/very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Don't know/not relevant
In teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the assessment work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In planning teaching and working with curricula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For the development of own and the school's collective practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In professional discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In education policy discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How does work with the master thesis help qualify teachers to the profession?

How can schools make the greatest possible use of the competence newly qualified teachers have acquired through the work on the master's thesis?

### Cooperation with primary school teacher training courses.

Does your school have a collaboration with a university/college on primary school teacher education (GLU)?

*Must be filled in.*

- Yes  
 no  
 Do not know

Which university/college does the school collaborate with on GLU?

*If the school collaborates with several, choose the university/college the school collaborates with the most.*

- The University College in Innlandet  
 Østfold University College  
 University College in Volda  
 The University of Western Norway  
 NLA University College  
 Nord University  
 NTNU  
 OsloMet  
 Sámi allaskuvla  
 UiT Norway's Arctic University  
 The University of Agder  
 University of Stavanger  
 The University of Southeast Norway

If the school collaborates with others, who is that?

- The University College in Innlandet  
 Østfold University College  
 University College in Volda  
 The University of Western Norway

- NLA University College
- Nord University
- NTNU
- OsloMet
- Sámi allaskuvla
- UiT Norway's Arctic University
- The University of Agder
- University of Stavanger
- The University of Southeast Norway

What does the school and the university/college collaborate on in connection with GLU?

*Multiple answers possible.*

- Has students in practice at the school
- Practice school
- University school/teacher training school
- Research and development cooperation
- Collaboration on the students' master's theses
- Teachers at the school teach at GLU ("shared position")
- An employee from the university/college has a part-time position at the school
- Guidance of newly qualified teachers working at the school
- Quality development of teacher education
- Continuing education for teachers
- Other, please specify \_\_\_\_\_

What role do you have in the collaboration?

*Multiple answers possible.*

- Directly involved in the collaboration itself (contact person, participates in meetings etc.)
- Be kept informed about the cooperation of others
- Has no information about / role in the collaboration

Here you can elaborate on the role(s), if you wish.

To what extent do you agree with the following statements about the practice teachers at your school?

	To no / very little extent	To a small extent	To some extent	To a large extent	To a very large extent	Don't know / not relevant
It is easy to find enough qualified practice teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is the best suited teachers who become practice teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The practice teachers have too little time to take care of the students in practice

To no / very little extent    To a small extent    To some extent    To a large extent    To a very large extent    Don't know / not relevant

My school collaborates with the university/college on competence development for practice teachers

The practice teachers collaborate with subject teachers at the university/college on research and development work

To no / very little extent    To a small extent    To some extent    To a large extent    To a very large extent    Don't know / not relevant

The practice teachers are well prepared for the practice students' arrival

The practice teachers have up-to-date knowledge of the academic content of GLU

The practice teachers and subject teachers from the university/college coordinate the guidance

The practice teachers give the students good guidance during their practice periods

The practice teachers emphasize giving the students experience with interdisciplinary teaching

The other staff at the school contribute positively to the students' learning

To what extent do you agree with the following statements about GLU students in practice (at your school)?

To no/very small extent    To a small extent    To some extent    To a large extent    To a very large extent    Don't know / not relevant

Students have practice at stages that are relevant to them

The students have practice in subjects that are relevant to them

The practice students are well included in the academic community

The students achieve the learning objectives for their practice periods

The students receive follow-up from the subject teachers during the practice periods

To the extent that activities in addition to teaching (parent meetings, development interviews, planning time, staff meetings, team meetings, etc.) take place during the practice periods: How many such activities are practice students able to take part in?

Feel free to use "don't know" if you are unsure.

- All / most
- Some
- Very few / None
- Do not know

Please elaborate here:

To what extent do you think that the internship periods, overall:

	To no/very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Don't know / not relevant
Gives the students good experience in teaching the study subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives students good experience in the teaching profession's areas of work and responsibility, in addition to teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consists of long enough practice periods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bears the mark of good cooperation between subject teachers at university/college and practice teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is characterized by good follow-up from subject teachers at university/college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much supervisor competence (studiepoeng/ECTS) do most of the practice teachers at your school have?

*Tick the box that fits best.*

- No credit (ECTS) awarding competence
- 1-14 credits
- 15-29 credits
- 30 credits and more

Feel free to elaborate on the practice teachers' competence

What routines and documents do you use to assess the students in practice?

To what extent do you experience?

	To no/very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Don't know / not relevant
We have good cooperation with the university/college regarding the implementation of practice training at GLU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We communicate well with the university/college about progression during the practice periods

We are actively working to improve cooperation on practice training with the university/college

What is most important to improve practice training at GLU?

You answered that your school is a practice school, a university school or a teacher training school. What does it mean for your school?

You answered that your school collaborates with university/college about research and development. Can you elaborate?

What is most important to improve practice training at GLU?

Employees at your school who have a "shared position" at the university/college: What is your impression of how these are experienced?

	To no / very little extent	To a small extent	To some extent	To a large extent	To a very large extent	Don't know / not relevant
Teachers in "shared positions" are valued by the subject teachers at the university/college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in "shared positions" are valued by the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**The structure of GLU**

*From 2017, primary and lower secondary school teacher training (GLU) was extended from 4 to 5 years. New teachers with primary/lower secondary school teacher training from 2022 (prior to 2022 at some universities), also wrote a master's thesis in their teacher training. If possible, we ask that you use the new GLU as a starting point when you answer the rest of the questions in the survey.*



To what extent is GLU (the *new* GLU studies you know best) structured so that:

	To no/very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Don't know / not relevant
Order and progression in teaching and practice periods are well adapted to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The placement of the practical periods in the course of study provides good opportunities for professional development as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The location of the internship periods in the school year provides good opportunities for professional development as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**The competence GLU gives the new graduates**

To what extent do you think that the GLU students, once they have completed the study programme:

	To no/very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Don't know / not relevant
is well prepared for his first job as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
has the necessary knowledge, skills and competence to become a good teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have a good basis for further development of their own practice and of the teaching profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What needs does the school have and what kind of competence does the school need more of?

**Learning outcome**

Now there are some questions about the competence (learning outcome) the new graduates get from the *new GLU*. When you answer these questions, we ask you to take as a starting point the need for competence in the school.

To what extent does GLU provide the new graduates with sufficient knowledge in/about:

	To no/very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Don't know/not relevant
Teaching subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevant research and theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research methods and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The schools curricula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The transition between different stages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further development of basic skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning and development in students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning in different social, linguistic and cultural contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school's role in society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children and young people in difficult life situations, including bullying, violence and sexual abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent does GLU provide the new graduates with sufficient skills to:

	To no/very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Don't know/not relevant
Convey specialist knowledge in an understandable way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create an inclusive learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitate good learning processes for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use varied teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapt the training to the students' requirements and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess the students' learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use assessment as a learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent does GLU provide the new graduates with sufficient competence to:

	To no/very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Don't know/not relevant
Plan and carry out teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using digital learning tools in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have a critical eye on non-fiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply knowledge of research in professional practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further develop own teaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiate measures for students in difficult life situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent does GLU provide the new graduates with sufficient competence in/to:

	To no/very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Don't know/not relevant
Facilitate good school/home cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss academic issues related to the study subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contribute to interdisciplinary collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contribute to professional development work in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for answering the survey!

Kind regards,  
NOKUT (the Norwegian Agency for Quality Assurance in Education)