



Programme Syllabus

For

The Pre-school Teacher Programme 210 HE credits

Programme Code:	LGFÖY
Level:	First Cycle
Valid from:	Autumn Semester 2011
Established:	2011-06-16
Diary Number:	Diary No: HIG 2011/915
Established by:	The Board of Teacher Training

Entry Requirements

Qualified for the Pre-school Teacher Programme are those who both fulfil the conditions for general entry requirements for higher education stated in the Higher Education Ordinance, and fulfil the specific entry requirements 6a, except for the requirement on English B (English A, Social Studies A and Natural Sciences 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 Pre-school Teacher Programme According to the Higher Education Ordinance¹

For a pre-school teacher qualification, the student must demonstrate the knowledge and skills required to independently work as a pre-school teacher in the sector 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 pre-school teacher qualification, the student should

- demonstrate the knowledge in the pre-school educational field and the subject knowledge required for the professional practice, including knowledge of current research and development,
- demonstrate the pre-school educational and didactic knowledge required for the professional practice,
- demonstrate advanced knowledge of children's communication and language development,
- demonstrate knowledge of basic reading, writing and mathematical proficiency,
- 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,
- demonstrate the knowledge about children's development, learning, needs and conditions required for the professional practice,
- demonstrate knowledge of practical and aesthetic learning processes,
- 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 pre-school teacher qualification, the student should

- demonstrate an advanced ability to address children's needs for care and to create opportunities, e.g. through play and creative activities, for all children to learn and develop,
- demonstrate the 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,

¹ Högskoleförordning (2010:1064), bilaga 2: Examensordning

- demonstrate the ability to use children's knowledge and experiences to stimulate each child's learning and development,
- demonstrate the ability to plan, carry out, evaluate and develop teaching and educational activities in general, independently and together with others, in order to stimulate the learning and development of each child 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 and analyse the comprehensive learning and development of children, in relation to the aims of the activities, and inform and cooperate with guardians,
- demonstrate the ability to communicate and utilise the fundamental values of the pre-school, including human rights and basic democratic values,
- demonstrate the ability to prevent and counteract discrimination and other insulting treatment of children,
- 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 pre-school teacher qualification, the student should

- show self-knowledge and empathy,
- adopt a professional approach towards children 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 pre-school teacher qualification, the student must have successfully completed an individual assignment (degree project) of at least 15 HE credits within the framework of the course requirements and the pre-school educational field.

The Contents and Arrangement of the Programme

Educational Sciences

The studies in educational sciences constitute 60 HE credits. It constitutes a general basis for a professional practice of the pre-school teacher profession and includes 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, social relations, conflict management and leadership, follow-up and analysis of learning and development, and evaluation and development work. The educational sciences should also include the fundamental values of the pre-school, including the basic democratic values and human rights.

Subject Studies

The subject studies constitute 120 HE credits. Through the subject studies, which are mainly carried out in the educational, didactic and subject-didactic knowledge field, the student acquires knowledge and skills with focus on children's learning and development and pre-school activities.

Placement

Placement constitutes 30 HE credits in total, of which 15 HE credits are linked to educational sciences and 15 HE credits to subject studies. The higher education institution cooperation with schools is regulated in a specific agreement.

Teaching and Examination

The teaching on the programme consists of a campus-based part and a placement part. In the campus-based part, the teaching is carried out as lectures and seminars. Other occurring instruction formats are field trips, study visits, laboratory sessions, group and theme work. The teaching is supported by using 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 course contents. 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.

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.

Degree Project

The degree project constitutes 15 HE credits and is examined individually. The degree project must have a clear connection to the profession and be carried out within the framework of the subject studies. 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: Educational Sciences

Course Name	Level	HE credits
Perspectives on the Pre-school Teacher Profession	G1N	7.5
Nature, Environment and Outdoor Education	G1N	7.5
Children and Childhood	G1N	12
Introduction to Theory of Knowledge and Research Methodology	G1N	3

Semester 2: Subject Studies

Course Name	Level	HE credits
Pre-school Education and Didactics 1: Children in Culture and Nature	G1F	30

Semester 3: Subject Studies

Course Name	Level	HE credits
Pre-school Education and Didactics 2: The Creative and Aesthetic Learning of Children	G2F	30

Semester 4: Educational Sciences

Course Name	Level	HE credits
Including Pre-school with Focus on Special Needs Education	G2F	7.5
Cultural Encounters	G2F	15
The Democratic Assignment and Fundamental Values of Pre-school	G2F	7.5

Semester 5: Educational Sciences and Subject Studies

Course Name	Level	HE credits
Leadership and Social Relations	G2F	5
Sustainable Development	G2F	5
Theory of Knowledge and Research Methodology	G2F	5
Pre-school Education and Didactics 3: The Socialisation and Communicative Processes of Children	G2F	15

Semester 6: Subject Studies

Course Name	Level	HE credits
Pre-school Education and Didactics 4: Children's Linguistic and Mathematical Learning	G2F	30

Semester 7: Subject Studies

Course Name	Level	HE credits
Pre-school Teacher Programme Degree Project	G2E	15
The Pre-school Class in an International Perspective	G2F	15

Higher Education Qualification

The pre-school teacher qualification is achieved when the student has successfully completed course requirements of 210 HE credits according to the arrangements of the programme. The student must have successfully completed an individual first-cycle assignment (degree project), of 15 HE credits within the framework of the course requirements.

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.