

Basic elements for the development of quality education

Many stakeholders have an opinion about what quality education is or should be. The teaching profession follows children, pupils and students from kindergarten to higher education. We therefore want to be a clear voice in the public debate, on what characterizes good kindergartens and schools, for the individual and for the community. In this poster The Union of Education Norway presents some elements that we believe must be present and enact together in order to develop quality education.

The meeting with kindergarten children, pupils and students

It is in the interaction with kindergarten children, pupils and students that quality education takes place, and in this meeting the preamble, framework plans and curricula should be realized. People in education, should be met by teachers, leaders and other adults who wish them well. The meeting makes an impact and can never be planned in detail, because everyone comes with their own luggage and life projects. Good relationships contribute to play, learning, formation and development, as a fundament for participating in and developing the community and society.

Professional competence:

The teachers' professional competence is crucial for a diverse and inclusive education. Professional competence consists of academic, pedagogical and didactic knowledge and experience. Equally important is their understanding of the children and pupils, and of the local context and culture. The basis of the professional competence is given in the teacher education programs. The profession's participation in guidance, continuing education and training and research and development work contributes to updated and relevant competence, and critical reflection on practice..

Collaboration:

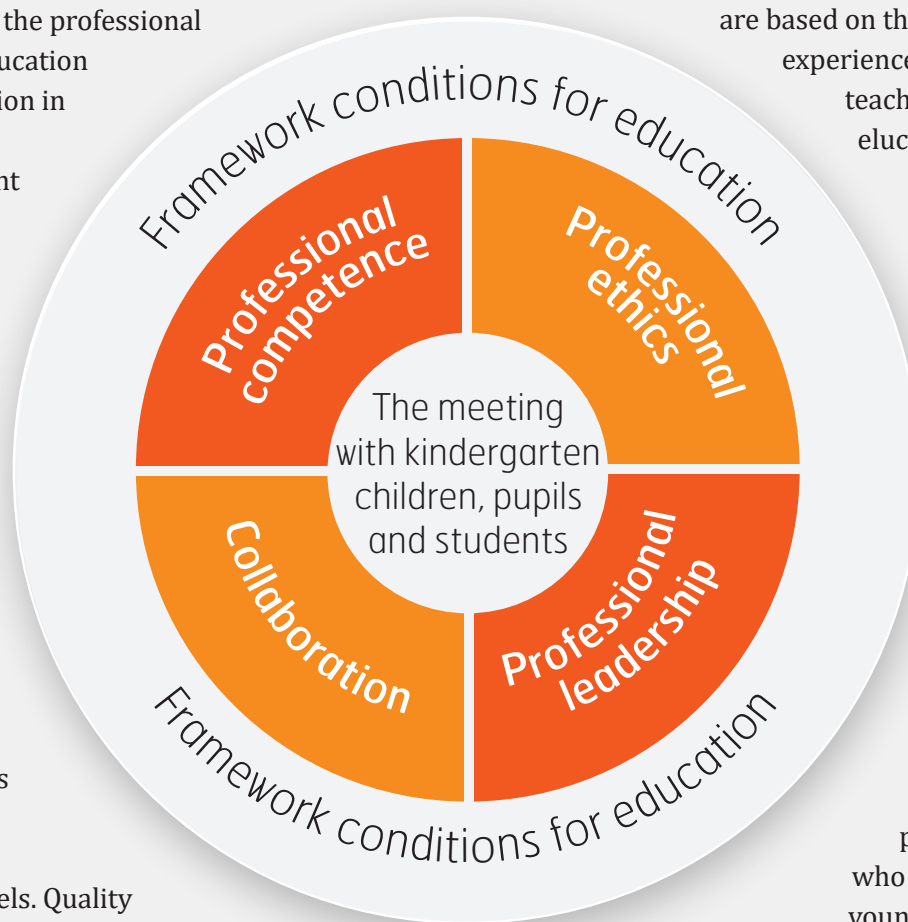
The professional community, with teachers, leaders, teacher educators and support system, is the team around the kindergarten child, pupil and the student. Solid professional and pedagogical networks within and across different workplaces strengthen cooperation and contribute to adequate transitions between different educational levels. Interaction, participation and co-determination are necessary at all levels. Quality education requires colleague co-operation, collaboration with elected union representatives, support systems, teacher education, parents/guardians, working life, the authorities and the local community..

Professional ethics:

The loyalty of the teacher profession lies with the kindergarten children and the pupils. As teachers, leaders, teacher educators and support staff, we take a number of professional and ethical choices every day on behalf of those we work with. Professional choices are based on the teacher's basic values, knowledge and experience. Children, adolescents and adults need teachers and school leaders who discuss and elucidate academic and ethical issues. What constitutes an ethically sound practice must be discussed continuously. The teaching profession's ethical platform is a binding support in this work..

Professional leadership:

Leaders play a key role in the development of education, and work for the same purpose and social mandate as teachers. For this reason, it is essential that leaders have the time and expertise to exercise pedagogical, as well as administrative leadership. Good professional leadership requires leaders who are close to the work of giving children, young people and adults an equal education. Teachers, teacher educators and employees in the support system need leaders who guide and make demands on the academic work, who facilitates relevant competence development, and build strong professional learning communities.



Framework conditions for education

The social mandate for the teacher profession, formulated in the school's and kindergarten's preamble, is value-based – signaling what the society wants from the education system. In addition to laws and regulations, there are many other framework conditions, both political and economic, that are central to being able to create a safe childhood and learning environment. Quality education requires a teacher profession that has the competence, time and autonomy to be well prepared and to exercise professional judgment. The framework conditions for the education is of importance for the pedagogical work and the kindergarten children, pupils' and students' learning, development and formation.