

# Teacher specialists

**POLICY DEVELOPMENT**

**PRACTICAL MEASURE/INITIATIVE**

 NORWAY

## Timeline

2019 **Pilot** 2020 **Pilot** 2021 **Completed**

**ID number 28944**

## Background

The Ministry of Education and Research has conducted a pilot project on new professional career paths for teachers in the form of teacher specialists.

The pilot is based on the strategy Promotion of the status and quality of teachers and started in the school year 2015/16. Initially, the pilot was meant to last for two years and include teacher specialists in Norwegian and mathematics.

The government has decided to extend the scheme both in terms of the number of teachers and subjects. The scheme includes teachers working in practical and aesthetic subjects and vocational programmes.

## Objectives

The objective is to give teachers new professional career paths, new challenges and professional development while they continue to teach. To keep good teachers in the classroom will contribute to better learning for the pupils. The long-term goal is better schools and increased completion of upper secondary education. The government's goal is for there to be 3 000 teacher specialists in four years, and that all schools should have access to teacher specialists in initial training.

## Description

The scheme is based on a 50% contribution of the costs by the school owner.

The target group for the pilot project is teachers in primary and secondary school, as well as teachers who teach adults at these levels. Both teachers in public schools and in private schools approved under the law of independent schools may participate in the pilot.

School owners are responsible for developing plans for the assignment of teacher specialists and for clarifying roles and responsibilities. School owners are also responsible for guidance and dissemination of information to colleagues.

The function of teacher specialists is twofold:

- (a) to help skilled teachers experience good opportunities for academic development so that they will wish to continue to teach;
- (b) to strengthen the collective professional community and the development of the

school as a learning organisation.

Teaching should constitute the bulk of a teacher's specialist function. In addition, the teacher specialist can have several other tasks that are relevant to their field of specialisation. It will be up to the school to decide which tasks are the most relevant, on the basis of its needs and relevant local initiatives and measures.

Examples of relevant tasks can be to:

- (a) assess the need for, and take the initiative to include, workplace- based competence raising and collegial guidance;
- (b) cooperate with universities and university colleges in development projects.

The scheme was evaluated in 2017 (Norwegian and mathematics) by the Nordic Institute for Studies in Innovation, Research and Education (NIFU).

### 2019 Pilot

### 2020 Pilot

The scheme will be evaluated from 1 January 2020 to 15 November 2021. The evaluation will include both the continuation of the pilot with teacher specialists and the quality of the education provided by the teacher specialists. The purpose of the evaluation is to map knowledge about the scheme and whether it works as intended. NIFU will collect information about the teachers' teaching situation, working day and teaching practice in addition to assessments of the scheme with the teacher specialist and the teacher specialist education provided. The evaluation will be based on both surveys and qualitative interviews.

### 2021 Completed

The government will replace this scheme with a new scheme, developed in cooperation with the social partners.

## Bodies responsible

- Ministry of Education and Research (KD)
- Norwegian Directorate for Education and Training

## Target group

### Education professionals

Teachers

## Thematic categories

### Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Attractiveness of the teaching and training profession/career

## Subsystem

IVET

## Further reading

Evaluation of the first pilot in Norwegian and in natural sciences and mathematics

---

News article about the scheme and why it is being phased out

### “ … ” Cite as

Cedefop, & ReferNet. (2026). Teacher specialists: Norway. In Cedefop, & ReferNet. (2026). *Timeline of VET policies in Europe (2025 update)* [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28944>