


Attracting new teachers

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 NORWAY

Timeline

- 2015 Implementation
- 2016 Implementation
- 2017 Implementation
- 2018 Implementation
- 2019 Implementation
- 2020 Implementation
- 2021 Implementation
- 2022 Completed

ID number 28471

Description

The VET teacher promotion initiative was launched nationally in October 2015, aiming to attract new teachers to ensure sufficiency and quality of VET teaching staff. It builds on previous successful pilots. The programme is based on scholarships and flexible education pathways for skilled workers. A scholarship scheme for non-qualified VET teachers who want to complete VET teacher education has been set up and is managed by the Directorate for Education and Training. Since 2016, people who are not yet employed in schools may apply for a scholarship for becoming a VET teacher. The school owners (the county authority), based on their competence needs, apply on behalf of the students. The VET teacher promotion initiative is developed by the Ministry of Education and Research in close cooperation with social partners, teacher unions and the VET providers. The Directorate of Education and Training has been given the task of implementing the prioritised measures. The VET teacher promotion initiative tried to ensure that all vocational teacher education programmes provide updated and relevant expertise. Under this initiative more places were created in the education theory and practice programmes for learners with a technological background.

- 2015 Implementation
- 2016 Implementation
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- 2020 Implementation
The VET teacher promotion initiative has been completed.
The work on the initiative had a greater focus on the quality and relevance of vocational teacher education through:
 - (a) systematically encouraging more skilled workers to choose a career as a vocational teacher;

(b) close cooperation between school owners and vocational teacher education.

The unique characteristics of vocational teachers' professional practice requires special professional development options for this group of teachers and the initiative sets out a range of measures for continuing and further education. They include:

- (a) continuing and increasing the use of the VET staff training scheme;
- (b) continuing the scheme whereby vocational teachers can update their skills in the labour market;
- (c) increasing the number of vocational teachers who are given the opportunity to take further education in common core subjects.

2021 Implementation

A report from one focus area has been published. However, teachers' skills at all levels of vocational education continued to be a focus for the new government elected in 2021.

2022 Completed

A survey aimed at teachers who had completed continuous education as part of the teachers' promotion initiative was carried out, and the results were published in October 2022. The purpose was to examine their experience of the quality and benefits of the education. The vocational teachers' answers were also compared with kindergarten and other teachers' responses to similar surveys.

The results show that vocational teachers exhibited high levels of autonomous motivation for continuing education. They were primarily motivated by an interest in the vocational subject and the desire for professional and methodological development, both as teachers and related to the professional learning community at their school. For most, their motivation was not driven by a lack of competence, but a genuine interest in professional development through continuing education. The majority also emphasised the importance of the school management wanting them to take continuing education. The majority of vocational teachers expressed that the support provided by their workplace contributed to facilitating their studies and enhancing their learning outcomes. Having fellow students among colleagues is important support. The studies meet expectations for quality and relevance and a majority participated in online studies. The studies have benefited the students, but do not clearly contribute to collaboration at school.

Bodies responsible

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

Target group

Education professionals

Teachers
Trainers

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

Supporting lifelong learning culture and increasing participation

Financial and non-financial incentives to learners, providers and companies

Subsystem

IVET

Further reading

[VET teacher promotion initiative](#)

[Link til participant survey](#)



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